Education in the C. P.
and Berar,
report,
1910-11- to 1914-15

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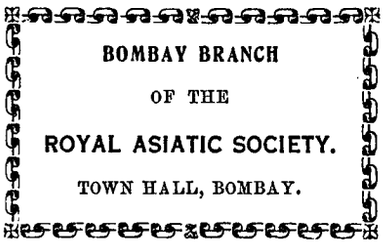

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REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

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CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1910-11

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CENTRAL PROVINCES ADMINISTRATION.

Education Department.

Nagpur, the 1st November 1911.

READ—

Letter No. 491-S., dated the 27th September 1911, from the Director of Public Instruction, Central Provinces, forwarding the report on the state and progress of Education in the Central Provinces for the year 1910-11.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

The report this year has been curtailed in accordance with the orders of the Government of India, and gives a clear and concise account of the main features of a successful year's work. Primary education, which is the special charge of local bodies, has continued to expand slightly. The percentage of scholars to children of school-going age in British territory is only 13·14 per cent this year as compared with 14·6 in 1909-10, but the apparent decrease is due to the calculation of the present percentage on the basis of the new census figures. The further extension of primary education is a question of time and funds, but any undue haste in quest of quantity at the sacrifice of quality is much to be deprecated. The improvement of Vernacular Middle Schools, on which the Director's attention is now engaged, is a most important feature in the improvement of quality. The mere multiplication of ill-taught pupils in inferior village schools, of whom the great majority lapse into illiteracy, may be gratifying to those who judge by statistics and percentages, but has little or no effect in improving the general well-being of the masses.

2. The policy of the Administration with respect to secondary education was fully considered during the year, and has since its close been clearly laid down in Resolution No. 920—VI-1-43, dated the 14th June 1911. The plan of establishing a model High School, with a Middle School Department, at each District head-quarters, and model Middle Schools at Tahsili head-quarters, will be steadily pursued as funds permit. A reasonable enhancement of fees has been imposed with due regard to the interests of scholars at present on the rolls, and the number of scholarships available has been substantially increased. A new Grant-in-aid Code has also been drawn up for the encouragement of private institutions. The Chief Commissioner notes with satisfaction that Anglo-Vernacular education is prospering and that the conduct and demeanour of the pupils has shown a marked improvement.

3. Collegiate education unfortunately suffered once again from the prevalence of plague, particularly in Nagpur. The Morris College was kept open during the worst of the epidemic, and for this the staff and students deserve great credit. Their attitude towards inoculation contrasted very favourably with that of the students of the Marathi Normal School at Amraoti, which had to be closed. Since the end of the year the addition of an Engineering School

to the Victoria College at Nagpur has been sanctioned by the Government of India, and it is hoped that this institution will be in full swing before the end of 1912. The Engineering Class at Jubbulpore has not proved a success and will be closed as soon as possible. The Chief Commissioner has long felt that a Medical School for the benefit of Provincial students is an urgent necessity, and proposes to take early steps to reopen this institution which was closed in 1883. Students of medicine from the Central Provinces and Berar are at present severely handicapped by having to resort to a distant centre like Patna for instruction, and the difficulty of manning the lower grades of the medical services is increasing daily.

4. The report shows that European schools and Muhammadan schools are not flourishing as much as could be wished. In Berar Muhammadan education suffered from plague; but apart from this, the position is not satisfactory, and the Director of Public Instruction is devising measures of improvement. The Director of Public Instruction is also engaged on considering the lines on which financial assistance should be given to European schools. Any recommendation which he may make will be carefully considered. In connection with the Jubilee celebrations of the Nagpur Volunteer Rifles, the Chief Commissioner has had much pleasure in establishing some special scholarships for the children of Volunteers, which he hopes will both encourage volunteering and be of assistance to a very deserving class in the education of their children.

5. Female education has not advanced very greatly during the year, and its progress must necessarily be slow. An attempt is now being made to encourage female education in villages where there are no girls' schools by the admission of girls to boys' schools. The creation of a 40 rupees grade for female teachers and an increase in the number of graded posts, with the new power given to the Inspectress to transfer ungraded posts throughout the Province, should prove of benefit; but although the education of girls leaves very much to be desired, the expansion during the past few years has been very substantial.

6. The Text-book Committee has been reorganised, and fresh rules have been issued, which, it is hoped, will make the work of that body more efficient.

7. Generally speaking, the work done during the year has been quite satisfactory, and several matters long under consideration have passed from the stage of proposals to the stage of accomplished facts. One of the most important of these measures is the establishment of the new Training College at Jubbulpore. The enthusiasm for education varies greatly in different localities, but is generally on the increase, and it is in those places where local effort has been greatest that the Department has also been able to make the most progress.

The new Director, Mr. Wright, has taken up his duties with great zeal and interest, and has approached the various problems before him in a thoroughly practical spirit. The Chief Commissioner's best acknowledgments are due to him and to the officers who have worked under him during the year.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also, that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette.*

E. A. DE BRETT,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 1644, Civil Sectt.—3-11-11—400.

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No. 491-S

FROM

A. G. WRIGHT, ESQ., M. A.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 27th September 1911.

SIR,

I have the honour to submit the annual report on the state and progress of Education in the Central Provinces and Berar for the year 1910-11.

2. In accordance with the orders of the Government of India the report does not enter into detail, but deals only with the salient features of the year and the policy in Educational matters pursued at present or proposed for the future.

General remarks on statistics.

3. Schools and scholars in British territory have increased by 119 and 6,091, respectively, during the year. The increase is chiefly confined to Primary schools for boys, and is due in considerable measure to the introduction of the Indigenous School grant-in-aid system in Berar. The transformation of the Jubbulpore Normal School into a Training College accounts for the decrease of one under the head of Special schools. In British territory expenditure increased by Rs 2,06,992. The increase was general under all heads. Provincial expenditure increased by Rs. 56,795 and District Council expenditure by Rs. 38,997.

The total expenditure on Primary Education increased by Rs. 22,259. The transfer of the Primary classes attached to Government Anglo-Vernacular schools in Berar to the Municipalities accounts for the increase of Rs. 15,082 under this head from Municipal funds.

The total expenditure on Education for the year 1910-11 from Provincial Funds as furnished by the Comptroller is Rs. 17,26,086. The grand total of column 34 of Education General Table No. IV (Expenditure) gives Rs. 11,48,549 as the total. This figure, however, does not include Rs. 4,89,000 paid in grants to District Councils or Rs. 86,300 expended on Government institutions. The former figure is excluded, as under the orders of the Government of India grants to Local Bodies are shown as expended from the funds of these bodies and not from the funds of Government, and the latter because the sum is recovered in the shape of fees, subscriptions, contributions, &c. (see columns 4 to 7 of General Table IV). Adding these two amounts to Rs. 11,48,549, the total provincial expenditure was Rs. 17,23,849. This leaves a difference of Rs. 2,237 only between the Comptroller's figures and those of this office.

The proportion of children of school-going age in attendance at school is fallacious in showing a decrease, as the fall is due not to decrease in attendance but to the increase of population as shown by the new census returns from which the statistics were compiled. The percentage of scholars to children of school-going age in British territory for the year 1910-11 is 13·14 as compared with 14·6 for 1909-10.

Collegiate Education.

4. The work of the Colleges was greatly interrupted during the year by plague, especially in Nagpur. The Morris College distinguished itself under the influence of the Principal and staff by remaining at work throughout the worst of the epidemic and by some 80 of the students being inoculated. For the first time the Victoria College of Science had a student working for the degree of M. Sc. It is proposed to add a professor of Physics in the Indian Educational Service to the staff, and plans have been prepared for the amalgamation of an Engineering School with the institution. When this has been done there is every likelihood of the College being able to make its work felt in the direction of higher technical education to an extent hitherto impossible. During the year an electric installation for experimental purposes was set up in the College. The Morris College was affiliated in History up to the M. A. standard. The new College buildings, though not ready for permanent occupation, were used during the prevalence of the plague. They will henceforward be used permanently, and should do much towards the improvement of the College. An unsatisfactory feature of this institution is the low pay of the Professors. At the Hislop College the new Science buildings were opened by the Hon'ble the Chief Commissioner. Advantage has been taken of the special Government of India grant to acquire adjoining buildings to the College, and thus to open up the College buildings themselves. The Training College at Jubbulpore wa sconstituted during the year, but had to finish the period on existing lines. Of the Colleges generally it may be said that in their working aspect they are doing well. It remains to cultivate their athletic and social sides which have hitherto been somewhat neglected. The necessity is fully realised by the staffs, and time and the provision of the requisite facilities will enable it to be fulfilled.

Secondary Education.

5. There has been little variation in the figures of Secondary Education, but had plague not interfered with the year's work and vitiated the returns, progress would have been apparent in English Education. The returns for Berar in particular were affected.

High Schools and Middle Schools.

The opening of a Government High School Department at Chhindwara and the provincialisation of the Patwardhan High School at Nagpur were steps taken towards carrying out the policy of providing a Government High School at the head-quarters of each district. In Berar the transference of the Vernacular classes attached to Government Middle Anglo-Vernacular schools to Local Bodies was proceeded with. The chief administrative step carried out during the year was the preparation of a new Grant in-aid Code and a scheme for raising fees and establishing an increased number of scholarships. No remarks need be made on these as they have been fully discussed in the Resolution of the Administration on Secondary Education. A system of management of hostels on an economical basis also received sanction. With a clearly defined policy for the development of Secondary Education progress on systematic lines will be possible in such a way that expenditure will be distributed more fairly and private enterprise encouraged. Minor measures have been the sanction of local appointments, (non-graded), by Circles instead of districts, which will enable the staff to be used to the greatest advantage: the revision of school libraries to the end that, while the masters shall have the requisite technical works provided, the pupils without exception shall have access to the library, and shall obtain a supply of books suited to their standard and tastes: progress in the equipment of schools with scientific apparatus: a scheme for the instruction of science teachers in Government and recognised schools in the method of imparting scientific education at the Victoria College of Science: the adjustment of the system of grant-in-aid in Nagpur whereby the local body is left to finance Vernacular Education only: the abolition of games and hostel library grants. The question of the contingent expenditure in High and Middle schools has been taken up and worked out, and proposals will shortly be made for preventing the present loose expenditure and employing the available funds in the most profitable way.

The results of the Matriculation Examination showed a rise in the percentage of passes from 25·1 to 35·6. I doubt if this is due to anything more than the variable character of the Examination. In the School Leaving

Certificate Examination 517 were examined of whom 226 passed the practical and oral tests. Of these 111 only took vernacular in the Matriculation Examination and so are eligible for the certificate. This figure compares unfavourably with that of 201 last year. There can be no doubt that the Examination as it stands is unsatisfactory. Proposals were made during the year for alteration and have since been considered by the Pachmarhi Conference.

The reports as to the conduct of pupils in High and Middle schools are uniformly satisfactory. In all Circles there has been marked improvement in the behaviour and demeanour of the pupils. Interests in athletics is growing, and successful meetings were held in all Circles.

Speaking generally Anglo-Vernacular Education is in a healthy condition. It is keenly sought for and appreciated. The schools are ripe for improvement, and can without much difficulty be brought to a higher stage of efficiency. The directions in which effort is required are two. First comes the improvement of the curriculum and the means of teaching it. The Middle School course is vague and unsystematic, and the High School course is determined by the Entrance Examination solely. The steps that are being taken in accordance with the view of the Pachmarhi Conference as to the School Leaving Certificate will remedy this. The means, or masters, will be improved when a better salary scheme is at work, and when the influence of the new Training College begins to be felt. The certificated teachers are at present few and their technical knowledge limited. They exercise no influence outside their own classes. The men who pass out of the College should have a wider sphere, and the presence of even one or two on a staff should (by precept and example) raise the standard of teaching work in the school generally. The second direction is in the cultivation of the social and moral element. As I have said athletics are receiving increased attention. But that attention is spasmodic. The subject is not given the important place in the work of the schools that it deserves. If physical well-being, discipline, both joint and individual, moral restraint, esprit de corps are to be attained by a school, the games of the school must be systematised and compulsory and conducted under careful supervision. Steps are now being taken to effect this.

The popularity of our Anglo-Vernacular schools is evinced in one way that has been tending towards inefficiency—the overcrowding of classes and buildings. This point has been taken up in the Government Resolution on Secondary Education and the defect will gradually disappear.

Vernacular Middle Schools.

The maintenance and improvement of the Vernacular Middle schools is of the greatest importance in the extension of education. It is on the product of these institutions that we depend for the vernacular teacher, and, as the effort to leaven the mass of illiteracy is pushed farther, our demands on these schools will become greater. A programme for the extension and improvement of Vernacular Middle Education was drawn up during the year. It will take both time and money to carry out in full. With the funds available a start has been made. The policy aims at the establishment, amidst groups of primary schools, of a middle school well staffed, well equipped, and, in short, a model. There remains to be taken in hand the re-construction of the curriculum, which is not satisfactory, and the provision of good text-books in the subjects taught. These matters are receiving attention. There is at present no final certificate available at the end of the middle course as a qualification for specified posts or a guarantee of educational ability. A scheme for a Vernacular Final Examination was drawn up during the year and will be submitted very shortly to the Administration.

Primary Education for boys.

6. The figures for Primary Education are not accurate on account of the prevalence of plague and attendance would have worked out at a considerably higher total in a normal year. As it is, the number of schools rose by 121 and the number of boys under education by 8,019 in the year under record.

The extension of Primary Education for boys is practically a question of increase of expenditure. From all divisions comes the report that the demand for education is rapidly increasing and cannot be met with the funds

available. In some districts it is stated that the number of pupils attending individual schools is not high enough, and that therefore the staff and expenditure for the whole district appears unnecessarily large for the total number of boys under instruction. This is inevitable under certain circumstances, but the remedy lies in increasing the attendance rather than decreasing the possibility of it.

The erection of school buildings is being carried on, as funds permit, in the case of well established schools. The standard plan sanctioned as a guide in erection was condemned on all sides as too expensive. A cheaper and equally good plan has been prepared and will be issued very shortly. Much of the difficulty experienced as regards these standard plans would be avoided were it remembered that they are in no way compulsory, but are intended only as a guide. The same accommodation can be provided on a cheaper basis where necessary by the use of less expensive materials. As a rule Municipal Primary schools are not well housed, and are in the larger towns almost invariably overcrowded. The special Government of India Educational grant will give assistance in this matter.

As to the administration of the schools it is disappointing to note that in a good many districts the visits of the Tahsildars and Naib-Tahsildars are not frequent enough. The number of Deputy Inspectors requires increase to cope with extension. This matter is under consideration.

The curriculum of the Primary schools requires some elaboration and adjustment. The question is being taken up. The two measures however that would do most to raise efficiency are the increase of masters' pay and the multiplication of trained masters. The former step is a purely financial one. Either the actual pay should be raised when money is available, or the service, (as in Berar), should be made pensionable. In either case we should be able to recruit a better class of men and that more freely. The necessity for increasing the number of trained masters has been recognised, and steps have been taken to meet it. The process however will be slow as it is determined by the output of the Middle Vernacular schools. It is worth consideration whether classes should not be formed at each Normal School for re-training masters now in employment. Both men who have previously obtained certificates and men who have none would attend the classes, being selected after some 6 to 10 years' service. The course would be of one year, and would take certain subject knowledge and experience in teaching for granted, and thus deal only with more advanced and modern technical instruction. The men would draw their pay together with an allowance of one to two rupees to cover extra expenses during the year and temporary substitutes be appointed in their places. From each division some 30 to 40 men per annum could be dealt with. The initial expenditure for accommodation in the Normal Schools once met, the recurring expenditure would be slight. From some years' experience of such a system I am of opinion that it is one of the best, if not the best, that can be devised for the purpose of increasing the number of trained masters. The quality of the existing text-books and the entire absence of text-books in certain subjects of the vernacular course is open to grave criticism. This is an important matter and is receiving attention.

A noteworthy step has been taken in Berar in the introduction of an "indigenous grant-in-aid system" carried out by the Local Bodies. The idea is to encourage lower Primary Education in villages not possessing a Council school, and so to supply a deficiency in the provision of education, and partly to establish feeder classes to the existing Council schools. It is somewhat early to speak definitely as regards the results of the measure, but it bids fair to be a success.

The athletic side of Primary school life continues to receive attention. *Deshi-kasrat* is practised everywhere and done with excellence and zest. From what I have seen, and from what District Officers tell me who are interested in the matter, direction is required in teaching the subject to avoid undue strain being thrown on the children. A scheme of the exercises adjusted to the different ages and strength of the pupils is required.

The teaching of Nature Study is not satisfactory. The subject in its present form is unfamiliar and few masters are competent to teach it in more than a

formal and consequently uninstructive way. School gardens are maintained in a large number of cases and should be an adjunct of instruction in this subject. They are rarely so however, and in consultation with the Agricultural Department steps are being taken to improve them in this respect.

Training of Teachers.

7. The year under record has been an important one in the development of the training institutions in the Provinces. The Normal School at Jubbulpore has been made into a Training College. It will retain the Normal School and have a Secondary Department in two branches, one for graduates undergoing a year's training for the degree of L. T., and the other for undergraduates under two years' training for a Teachers' Certificate. The new staff of the Secondary College has been appointed and the buildings are nearing completion. Two new class rooms have been added to the Model English School Fees are now charged in the Model Vernacular School, which has emerged from the stage where boys were taken free to furnish the classes, and has entered on that where admission is largely sought for.

At Amraoti an Urdu Normal School working independently was established in August, and has 18 pupils forming the first year. The old curriculum used for Urdu students before the separation was condemned, and a new course worked out with the aid of a local committee and put into force.

The new system of training which reduces the course from two years to one by the admission of such students only as have passed the full Middle Vernacular course was introduced at Jubbulpore and Nagpur. Nature Study was introduced at these schools and at the Amraoti Marathi Normal School.

In the Amraoti (Marathi) School the old three years' course has been altered. 80 students are now admitted into the first year, of whom 20 are selected for a further two years' training. No second year certificate is given.

The rates of stipends to students which were Rs. 6 in Jubbulpore and Raipur and Rs. 7 in Nagpur have been raised to a uniform rate of Rs. 8. The stipends in the Berar schools remain at Rs. 8 for the first two years and Rs. 9 for the third year.

The work done in the Normal schools is good. Whether the new system of one year's training will prove successful is as yet doubtful. The results of this year are bad, but the students admitted were the worst of material to work on, as they had not the requisite preliminary education. With the improvement of the Middle Vernacular schools the quality of the admissions should improve, and it will then be possible to form a definite opinion. It will thereafter remain to be seen whether one year's training at the age of 16 or 17, without further retraining, will produce an effective class of teachers.

The new subject of Nature Study proved a stumbling block to the students. The syllabus as it stands is catholic in its scope to an extraordinary degree, and, when it is remembered that the Indian boy enters upon the subject with mental powers totally divorced from its appreciation, and can spare only part of a year's work in fitting himself to teach it, it appears an impossible one. A very much simpler course bearing on familiar phenomena is required.

Plague interfered much with the work of the Amraoti schools which had to be closed for some two or three months. The conduct of the students of the Amraoti (Marathi) School who refused, with the exception of five, to be inoculated, and bolted for their villages without permission, contrasted most unfavourably with that of the Nagpur students who remained at work and following the lead of their masters were all inoculated. The difference is significant as to the influence exercised by the respective staffs. Though not exactly part of the conduct of the school, the assistance lent by Mr. Bambawale, the Superintendent of the Nagpur Normal School, when the building was required on the occasion of the Muhammadan Educational Conference at Christmas, and again in housing Matriculation and other University students during the plague epidemic in March, deserves special mention.

The practising schools at Raipur and Nagpur are not flourishing though the former shows some improvement. The latter is badly situated and its standing is likely to be much altered for the better when it is removed to the new Normal School buildings under construction.

The various athletic, literary, and technical clubs or societies maintained in the schools by the Normal students had a successful year and are managed to advantage.

The Nerbudda Division remains without a Normal School. The question of handing over the Military buildings still remains unsettled, and no others are available.

Training classes are maintained in all divisions in connection with certain Middle Vernacular schools. There is diversity of opinion as to their value. It is maintained on the one hand that the students from them, while inferior to the product of the Normal schools, prove better masters than men who have had no training at all, while on the other hand it is held that the training is so inferior as to be useless, and that the classes do positive harm by retaining good students who would otherwise go to a Normal School. My own experience elsewhere corroborates the latter view, but I have not had the opportunity of looking into the position in these Provinces, and cannot yet express a substantiated opinion.

Technical and Special Education.

8. No changes of note have been effected during the year in Technical and Special Education. It still remains almost impossible to get students to take Medical Scholarships. The question will be gone into with the Inspector-General of Civil Hospitals.

The Engineering class at Jubbulpore continues to decline. The Victoria Technical Institute at Amraoti and the various Mission Industrial Schools are working satisfactorily. The establishment of a Civil and Mechanical Engineering School at Nagpur has been taken in hand, and, subject to the approval of the Government of India, it should start work in 1912. The Civil Engineering class will then be transferred from Jubbulpore, and should prove successful under new conditions. The work of the Reformatory School during the year was most satisfactory.

Female Education.

9. The statistics of female education show little change. During the year a proposal was sanctioned for the transfer of Rs. 5,000 from the Public Works Department allotment of Rs. 20,000 for building girls' schools to cover the cost (*a*) of provincializing 8 new schools, (*b*) of creating 27 graded posts in place of the same number of ungraded, (*c*) of creation of a Rs. 40 grade and the inclusion therein of 3 posts previously in the Rs. 30 grade. The power has been given to the Inspectress to transfer ungraded posts throughout the Province, a measure which will tend towards greater efficiency and economy. The revised curriculum for Girls' Primary and Middle Schools has been sanctioned. A scheme has been worked out for the encouragement of the attendance of girls at boys' schools in villages where there are no girls' schools. The secondary education of girls shows no signs of improvement. This is not to be looked for for some years to come. Nor can Primary Education be said to be in a satisfactory condition. The inspecting staff is taxed beyond its powers, and cannot cope with the task of mere inspection. The work of the schools is unsatisfactory, and in too many cases they are little more than creches. The whole system requires careful consideration with a view to remodelling on more effective lines.

Of the two Government Normal schools for women, that at Jubbulpore did a most satisfactory year's work. The Amraoti School makes no progress. This was attributed to the fact that its existence and aims were not sufficiently known, and steps have been taken to remedy any deficiency in this direction. But this hardly accounts for the unpopularity of the institution.

European Education.

10. European Education presented no very salient features during the year. One school (St. Matthews, Harda) was closed owing to lack of pupils. The revised Code which was

reported to be ready last year was found on examination to be faulty and had to be recast. It is now in the press. The Nagpur Volunteer Rifles Scholarships were founded during the year and awards for the school year 1911 have been made.

The financial position of the European schools is unsatisfactory and their dependence for funds on Government is becoming greater. The proportion of the expenditure on these schools borne by the Administration in maintenance alone was 42·3 per cent and in addition building, furniture, scholarship, and other grants amounted to Rs. 47,460. The total Government expenditure was Rs. 92,684. The question has been taken up and a careful enquiry will be made into the conditions under which the schools are working.

Muhammadan Education.

11. The figures relating to Muhammadan Education show no marked change. The figures for Berar are unreliable owing to plague. The event of the year was the meeting of the All-India Muhammadan Educational Conference at Nagpur.

The Primary Urdu schools are not in good condition owing to the dearth of good qualified masters. The new Urdu Normal School will help to rectify this. The text-books at present in use are neither satisfactory nor popular. These are mere Urdu renderings of the Hindi books and not adapted to the class using them. I am considering the Urdu series in use in the Punjab with a view to adoption.

The Anglo-Urdu Middle Schools are unsatisfactory. The masters are of a type and of qualifications that would not be tolerated in an ordinary school, but a Muhammadan Matriculate will hardly accept the salary at which a Hindu graduate can be engaged. The question of the maintenance of these schools deserves consideration. As they are, and as they are likely to remain, their existence on Educational grounds cannot be justified.

Of the High schools for Muhammadans the Anjuman at Nagpur is progressing, while that at Jubbulpore is reported to be falling off. The efforts of the Bohras of Burhanpur, in the face of much opposition, to obtain primary and secondary education deserve special note. The Government High School at Amraoti is popular, and it is hoped that a permanent building will be erected for it within the next two years.

Aborigines.

12. The figures under the head of Aborigines show an increase of 8,000. But this is not actual. Owing to confusion in the returns of individual institutions under this head, and of Inspectors in classification, the figures are quite erroneous. As far as one can judge, they should show no increase of importance. Care will be taken to obtain more correct returns in future so that the real position may be made apparent.

Feudatory States.

13. The report of the Agency Inspector shows satisfactory progress. The Political Agent has devoted much care to the question of Education, and under his guidance steps are being taken to secure improvement and advance both in Primary and Secondary Education. Technical and Industrial Education is also receiving attention.

The Bastar State remained outside the scope of attention during the year.

The Rajkumar College had 26 pupils as compared with 23 in the previous year. The Governing body has taken up the work of reconstructing the College buildings and improving the institution generally.

Physical and moral training.

14. I have dealt with the subject of physical and moral training in reporting on the individual classes of schools. Progress is general in athletic education, and its systematic application has been formulated. It is hoped that during 1911-12 it may be possible to issue graded courses in *Deshi-kasrat* for Primary, and drill and gymnastics for Secondary schools.

The grant of money in aid of games funds by the Administration has not proved a success and has been stopped.

15. The work of the Text-Book Committees had been allowed to fall into very serious arrears. The Nagpur Central Committee had arrears on 1st April 1910 of 78 books and the Sub-Committee of 252 books. These books had been sent for review in some cases as far back as ten years ago. The arrears have been disposed of as well as the work of the current year. But as the system had proved its weakness, a new scheme has received the sanction of the Administration.

Text-Book Committee.

16. The management of school libraries has been re-organised. A second class Scientific Library in Nagpur is being constituted.

Libraries.

17. The Berar School Paper continues to issue. In the Central Provinces the "Hitkarni" has been started as a monthly magazine for Hindi schools, and is subscribed for by all Primary schools. It has proved a success and is much appreciated.

School Magazines.

I have the honour to be,

Sir,

Your most obedient Servant,

A. G. WRIGHT,

Director of Public Instruction.

EDUCATION GENERAL TABLE I.

Abstract Return of Colleges, Schools, and Scholars in the Central Provinces and Berar at the end of the official year 1910-11.

(FOR DETAILS SEE GENERAL TABLE III.)

Total area in square miles.	Area and population.			Institutions and scholars.	Public Institutions.							Private Institutions.		Grand Total.	Percentage of.	Remarks.
		Number of towns * and villages.	Population.		Collegiate Education.		School Education, General.		School Education, Special.							
					Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16
British Territory ... 99,220·82	Towns.	British Territory. 102	Males. British Territory ... 69,31,505	Institution. For males ...	3	3	406	3,094	5	8	3,519	2	2	3,523	7·73	Nore.—For the purposes of Column 1 and 2 figures of the Census of 1911 are not available.
Native States ... 30,953·00		Native States. 11	Native States ... 8,33,272												Institutions to number of towns and villages.	
Total ... 130,173·89		Total ... 113	Total ... 77,64,777	For females...	...	...	38	301	2	...	341	...	1	342	·75	
				Total ...	3	3	444	3,395	7	8	3,860	2	3	3,865	8·49	
	Villages.	British Territory. 37,198	Females. British Territory ... 69,86,132	Scholars. Males ...	514	103	50,977	2,16,750	423	295	2,69,062	23	26	2,69,111	23·10 Male scholars to male population of school going age. †	
		Native States. 8,210	Native States ... 8,46,580													
		Total ... 45,408	Total ... 78,32,712	Females ...	...	...	2,331	26,063	58	...	28,452	...	57	28,509	2·43 Female scholars to female population of school-going age. ‡	
		Grand Total ... 45,521	Grand Total ... 155,97,489													
				Total ...	514	103	53,308	2,42,813	481	295	2,97,514	23	83	2,97,620	12·72	

NOTE.—For the purposes of Columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those provinces where the schools of the States in question come under the supervision and control of the Education Department; and the footnote should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction. §						
	Collegiate Education.		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	1,03,982	30,572	7,17,084	9,70,413	53,722	43,943	19,19,716
For Females ...	...	...	48,915	140,244	16,269	...	2,05,428
Total ...	1,03,982	30,572	7,65,999	11,10,657	69,991	43,943	21,25,144
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	4·77	2·25	24·74	13·46	6·09	3·17	54·48
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	15·72	62·69	...	...	78·41
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·80	...	26·76	45·07	...	·91	73·54
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·37	·99	24·83	36·06	2·27	1·42	68·88
AVERAGE ANNUAL COST OF EDUCATING EACH PUPIL IN	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institutions. Cost to Provincial Revenues ...	116 4 0	251 0 6	21 3 11	7 1 2	146 14 1	358 2 1	19 3 11
Cost to District and Municipal Funds	...	...	0 11 9	0 0 1	...	...	0 4 6
Total Cost ...	201 2 5	296 13 1	29 15 1	7 1 11	147 0 8	358 2 1	23 9 11
District Fund Schools. Cost to Provincial Revenues ...	...	...	...	...	...	...	...
Cost of District Funds ...	...	...	5 10 5	4 4 6	...	...	4 8 6
Total Cost ...	...	...	5 10 5	4 4 6	...	...	4 8 6
Municipal Schools. Cost to Provincial Revenues ...	...	...	5 0 7	1 1 3	...	...	2 1 3
Cost to Municipal Funds ...	...	...	5 11 2	3 12 6	...	...	4 4 3
Total Cost ...	...	...	14 6 6	5 4 7	...	...	7 9 4
Institutions in Feudatory States.[c] Cost to Native State Revenues ...	...	..	8 4 4	1 5 5	...	...	1 15 4
Cost to District and Municipal Funds.	...	...	3 0 10	0 10 8	...	...	0 14 1
Total Cost ...	...	...	11 15 3	2 6 4	...	...	8 7 6
Aided Institutions. Cost to Provincial Revenues ...	99 13 8	...	12 14 7	3 6 1	...	63 3 3	8 3 11
Cost to District and Municipal Funds.	4 6 9	...	1 0 4	0 12 9	..	7 5 9	0 15 9
Total Cost ...	199 10 1	...	33 13 6	10 3 11	..	83 15 1	20 13 9
Unaided Institutions ... Total Cost ...	...	...	29 11 8	2 9 11	...	150 5 4	3 11 2
All Institutions. Cost to Provincial Revenues ...	105 8 7	251 0 6	5 5 8	0 10 5	146 14 1	117 9 1	2 2 3
Cost to District and Municipal Funds.	2 13 1	...	4 3 6	3 4 3	...	5 7 9	3 6 11
Total Cost ...	200 5 7	296 13 1	14 7 1	4 10 8	147 0 8	141 12 0	7 4 3

ERAL TABLE II.

Central Provinces and Berar for the official year 1910-11.

Total Indirect Expenditure on Public Instruction.§								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17	18
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
25,000	58,314	1,84,900	52,252	3,30,905	81,501	1,64,143	8,97,015	28,16,731	
...	...	22,635	6,331	25,011	3,310	6,009	63,296	2,68,724	
25,000	58,314	2,07,535	58,583	3,55 916	84,811	1,70,152	9,60,311	30,85,455	
2·18	5·08	16·90	3·10	4·45	3·55	10·26	45·52	100	
...	...	·46	1·08	17·12	1·97	·96	21·59	100	
...	...	...	2·10	18·44	3·11	2·81	26·49	100	
·81	1·89	6·73	1·90	11·53	2·75	5·51	31·12	100	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*), are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fractions of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public					
	Under Public					
	Managed by Government.				Managed by District	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
	2	3	4	5	6	7
COLLEGIATE EDUCATION.						
ARTS COLLEGES.						
English	1	184	180	163	...	..
Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	1	66	66	56	...	...
Science	1	*18	20	14	...	...
Engineering	...	...	...	...	...	...
Training	1	19	17	15	...	...
Agriculture	...	...	...	...	...	...
Total ...	4	287	283	248	...	...
SCHOOL EDUCATION, GENERAL.						
SECONDARY SCHOOLS.						
For Boys ... High Schools ...	11	1,626	1,512	1,201	3	184
For Boys ... Middle Schools. English ...	37	4,956	5,275	3,999	33	4,005
For Boys ... Middle Schools. Vernacular ...	1	122	124	102	230	32,227
For Girls ... High Schools ...	...	...	...	...	...	...
For Girls ... Middle Schools. English ...	...	...	...	...	...	...
For Girls ... Middle Schools. Vernacular ...	6	564	580	408	..	...
Total ...	55	7,268	7,491	5,710	266	36,416
PRIMARY SCHOOLS.						
For Boys	9	911	844	620	2,409	1,84,194
For Girls	195	10,441	10,472	6,927	2	87
Total ...	204	11,352	11,316	7,547	2,411	1,84,281
SCHOOL EDUCATION, SPECIAL.						
SCHOOLS FOR SPECIAL INSTRUCTION.						
Training Schools for Masters ...	5	423	420	394	...	...
Training Schools for Mistresses ...	2	58	56	51	...	...
School of Art	...	..	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	8	10	9	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools, Reformatory	1	55	51	48	...	...
Total ...	9	544	537	502	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	272	19,451	19,627	14,007	2,677	2,20,697

*Are also counted as students of the

†65 of these are also counted as students of

ERAL TABLE III.

Central Provinces and Berar for the official year 1910-11.

Institutions.

Management.									
						Under Private Management.			
or Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	330	339	259
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	330	339	259
194	172	3	50	50	40	16	1,342	1,323	1,085
4,003	3,282	8	431	439	340	30	2,604	2,619	2,146
32,091	22,773	9	1,701	1,614	1,203	17	1,790	1,790	1,401
...	...	...	...	...	...	4	17	17	16
...	...	...	...	...	...	9	242	248	226
...	...	...	...	...	...	18	1,200	1,104	941
36,288	26,227	20	2,182	2,103	1,583	94	7,195	7,101	5,815
1,80,724	1,29,191	225	21,155	20,597	14,912	216	12,861	12,260	9,143
79	51	12	843	801	573	75	3,803	3,517	2,397
1,80,803	1,29,242	237	21,998	21,398	15,485	291	16,664	15,777	11,540
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	5	†214	231	201
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	5	214	231	201
2,17,091	1 55,469	257	24,180	23,501	17,068	392	24,403	23,448	17,815

Hislop and Morris Colleges, Nagpur.
the St. Francis de Sales Aided School, Nagpur.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public Institutions—(*Concld.*)				Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st of March learning.		
	Under Private Management—(*Concld.*)								
	Unaided.								
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.			English.	A. Classical language.	A. Vernacular language.
	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
Collegiate Education. — English	...	...	...	...	3	514	514	326	66
Collegiate Education. — Oriental	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education. — Law	...	...	...	...	1	66	66	...	...
Collegiate Education. — Science	...	...	...	...	1	18	18	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...	...	...
Collegiate Education. — Training	...	...	...	...	1	19	19	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...	...	...
Total	...	...	...	...	6	617	617	326	66
SECONDARY SCHOOLS.									
School Education, General. — For Boys — High Schools	...	2	40	41	34	35	3,242	3,242	1,844	1,962
School Education, General. — For Boys — Middle Schools — English	...	4	139	143	105	112	12,135	12,122	679	12,091
School Education, General. — For Boys — Middle Schools — Vernacular	...	2	35	45	37	259	35,875	141	...	35,875
School Education, General. — For Girls — High Schools	...	...	...	...	...	4	17	17	17	...
School Education, General. — For Girls — Middle Schools — English	...	...	...	...	...	9	242	242	128	101
School Education, General. — For Girls — Middle Schools — Vernacular	...	1	33	33	29	25	1,797	...	...	1,797
Total	...	9	247	262	205	444	53,308	15,764	2,668	51,826
PRIMARY SCHOOLS.									
School Education, General. — For Boys	...	235	8,011	8,157	5,758	3,094	2,27,132	1,126	193	2,26,915
School Education, General. — For Girls	...	17	507	633	360	301	15,681	675	95	15,019
Total	...	252	8,518	8,790	6,118	3,395	2,42,813	1,801	288	2,41,934
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special. — Training Schools for Masters	...	...	...	...	...	5	423	...	45	423
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	2	58	...	...	58
School Education, Special. — Schools of Art	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	1	8	8	...	...
School Education, Special. — Industrial Schools	...	1	18	18	17	6	232	...	...	122
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...	...	...	...
School Education, Special. — Other Schools, Reformatory	...	...	...	...	...	1	55	...	...	55
Total	...	1	18	18	17	15	776	8	45	658
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		262	8,783	9,070	6,340	3,860	2,97,514	18,190	3,327	2,94,484
Private Institutions. — 1.—Advanced teaching— (*a*) Arabic or Persian	...								
Private Institutions. — (*b*) Sanskrit	...	2	23	24	21	2	23	...	23	...
Private Institutions. — (*c*) Any other Oriental Classic	...								
Private Institutions. — 2.—Elementary teaching—A Vernacular only or mainly. — For Boys.									
Private Institutions. — 2.—Elementary teaching—A Vernacular only or mainly. — ,, Girls.									
Private Institutions. — 3.—Elementary, teaching the Koran. — For Boys.		2	86	26	16	2	26	...	26	...
Private Institutions. — 3.—Elementary, teaching the Koran. — ,, Girls.		1	57	72	46	1	57	...	...	57
Private Institutions. — 4.—Other Schools not conforming to Departmental Standards. — For Boys.									
Private Institutions. — 4.—Other Schools not conforming to Departmental Standards. — ,, Girls.									
Total	...	5	106	122	83	5	106	...	49	57
GRAND TOTAL	...	267	8,889	9,192	6,423	3,865	2,97,620	18,190	3,376	2,94,541

Provinces and Berar for the official year 1910-11—.(Concld.)

Classification of Scholars on the 31st March according to Race or Creed.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhist.	Parsis.	Gonds and other aborigines.	Others.			
		Brahmins.	Non-Brahmins.								
27	28	29	30	31	32	33	34	35	36	37	38
16	2	365	94	36	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
1	1	52	9	3	...	...	...	...	...	...	
...	...	17	1	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	15	4	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
17	3	449	108	39	...	1	...	...	...	...	
68	77	1,617	989	425	10	26	3	27	6	...	
213	308	4,357	5,485	1,588	56	15	47	66	20	...	
...	769	4,472	25,018	3,568	547	...	741	760	271	...	
16	...	...	...	...	...	1	...	...	...	...	
132	101	1	...	1	...	7	...	...	...	...	
...	887	232	539	28	69	1	39	2	...	22	
429	2,142	10,679	32,031	5,610	682	50	830	855	297	22	
294	780	19,187	1,57,536	20,290	1,328	121	16,626	10,962	10,655	...	
630	438	2,816	8,762	2,294	314	35	163	237	...	273	
924	1,218	22,003	1,66,298	22,584	1,642	156	16,788	11,199	10,655	273	
...	11	108	259	37	3	...	3	2	...	...	
...	7	10	38	2	...	...	1	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	3	4	1	...	...	...	...	...	...	
66	140	16	9	...	...	1	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	2	4	36	6	...	...	...	7	...	...	
66	160	141	346	46	3	1	4	9	...	...	
1,436	3,523	33,272	1,98,783	28,279	2,327	208	17,623	12,063	10,952	295	
...	...	23	...	...	...	...	...	...	...	...	
...	...	...	...	26	...	...	...	...	...	...	
...	...	...	...	57	...	...	...	...	...	...	
...	...	23	...	83	...	...	...	...	...	...	
1,436	3,523	33,295	1,98,783	28,362	2,327	208	17,623	12,063	10,952	295	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the Central Provinces and Berar for the official year 1910-11.

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION—ARTS COLLEGES.										
English	Male	16	2	365	94	36	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	1	1	52	9	3	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Science	Male	...	...	17	1	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Training	Male	...	...	15	4	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	17	3	449	108	39	...	1	...	...
SCHOOL EDUCATION—GENERAL SECONDARY SCHOOL FOR BOYS.										
High Schools	Male	62	77	1,617	989	425	10	26	3	27
	Female	6	...	...	...	...	...	...	...	...
MIDDLE SCHOOLS.										
English	Male	203	308	4,354	5,485	1,588	56	15	47	66
	Female	10	...	3	...	...	...	...	...	...
Vernacular	Male	...	762	4,426	24,818	3,558	547	...	735	758
	Female	...	7	46	200	10	...	...	6	2
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	16	...	...	...	...	...	1	...	...
MIDDLE SCHOOLS.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	132	101	1	...	1	...	7	...	...
Vernacular	Male	...	11	...	5	...	...	...	6	...
	Female	...	876	232	534	28	69	1	33	2
	Total	429	2,142	10,679	32 031	5.610	682	50	830	855
PRIMARY SCHOOLS.										
For Boys	Male	268	745	18,666	1,49,771	19,808	1,328	121	15,595	10,175
	Female	26	35	521	7.773	482	...	...	1,031	787
For Girls	Male	187	17	16	32	7	...	6	1	7
	Female	443	421	2,800	8,722	2.287	314	29	162	230
	Total	924	1,218	22,003	1,66,298	22 584	1,642	156	16,789	11,199

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the Central Provinces and Berar for the official year 1910-11—(Concld.)

		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools	Male	...	11	108	259	37	3	...	3	2
	Female	...	7	10	38	2	...	...	1	...
Schools of Art	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	Male	...	...	3	4	1	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	66	140	16	9	...	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools—Reformatory	Male	...	2	4	36	6	...	...	...	7
	Female	...	...	...	...	...	...	...	...	...
	Total	66	160	141	346	46	3	1	4	9
Total of Colleges and Schools of Public Instruction.		1,436	3,523	33,272	198,783	28,279	2,327	208	17,623	12,063
PRIVATE INSTITUTIONS. 1. *Advanced Teaching.*										
(*a*) Arabic or Persian	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit	Male	...	...	23	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
2. *Elementary Teaching—A. Vernacular only or mainly.*										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3. *Elementary Teaching—the Koran only.*										
For Boys	Male	...	...	...	...	26	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	57	...	...	...	...
Other schools not conforming to Departmental Standards.										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total of Private Institutions		...	...	23	...	83	...	...	...	...
GRAND TOTAL		1,436	3,523	33,295	198,783	28,362	2,327	208	17,623	12,063

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. — English	20,925	...	...	11,940	...	3,442	36,307
COLLEGIATE EDUCATION. — Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	3,667	...	...	4,365	...	...	8,032
Medicine	...	...	...	...	...	...	...
Science	13,487	...	...	351	...	...	13,838
Training	8,702	...	...	...	...	...	8,702
Agriculture	...	...	...	...	...	...	...
Total	46,781	...	...	16,656	...	3,442	66,879
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. — For Boys — High Schools	55,076	...	4,135	25,708	882	97	85,898
For Boys — Middle Schools — English	96,669	...	1,356	25,071	7,275	593	1,30,964
For Boys — Middle Schools — Vernacular	2,663	...	...	16	...	...	2,679
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	...	...	...	...	...	...	...
For Girls — Middle Schools — Vernacular	4,754	...	...	...	...	...	4,754
Total	1,59,162	...	5,491	50,795	8,157	690	2,24,295
PRIMARY SCHOOLS.							
For Boys	10,147	...	...	323	...	...	10,470
For Girls	69,903	...	10	...	208	...	70,121
Total	80,050	...	10	323	208	...	80,591
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. — Training Schools for Masters	53,647	...	...	...	...	75	53,722
Training Schools for Mistresses	16,269	...	...	...	...	...	16,269
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	5,406	...	...	...	...	...	5,406
Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools, Reformatory	16,440	...	...	...	...	...	16,440
Total	91,762	...	...	...	...	75	91,837
Buildings	7,145	...	...	...	...	...	7,145
Furniture and Apparatus (special grants only)	32,457	...	25	172	237	19	32,910
Total	39,602	...	25	172	237	19	40,055
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN. — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Engineering Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Total expenditure on Public Instruction	4,17,357	...	5,526	67,946	8,602	4,226	5,03,657

ERAL TABLE IV.

Provinces and Berar for the official year 1910-11.

Institutions.													
Management.													
Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenue.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
5,061	...	539	4,411	...	56	10,067	5,029	...	2,006	130	...	...	7,165
25,061	11 522	23,995	16,675	811	650	78,714	7,024	...	2,550	527	...	120	10,231
3,165	1,61,889	13,132	1,488	...	...	1,79 674	5,320	587	1,283	386	...	155	7,737
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
33,287	1,73,411	37,666	22,574	811	706	2,68,455	17,389	587	5,839	1,043	...	275	25,133
21,231	6,89,974	74,103	8,179	159	1	7,93,647	26,023	13,494	1,020	1,299	...	6,050	47,886
...	240	168	...	...	...	408	2,612	...	796	...	...	...	3,408
21,231	6,90,214	74,271	8,179	159	1	7,94,055	28,635	13,494	1,816	1,299	...	6,050	51,294
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
7,903	1,89,148	33,981	893	...	275	2,32,900	707	196	41	22	...	3,144	4,110
24	21,720	5,812	387	28	40	28,011	2,208	141	510	1,454	...	238	4,551
7,927	2,10,868	39,793	1,280	28	1,015	2,60,911	2,915	337	551	1,476	...	3,382	8,661
..	...	...	...	...	...	...	...	...	...	...	...	..	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
62,445	10,74,493	1,51,730	32,033	998	1,722	13,23,421	48,939	14,418	8,206	3,818	...	9,707	85,088

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.				Public						
				Under Private						
				Aided by Government or by District or Municipal Boards.						
				Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
				23	24	25	26	27	28	29
ARTS COLLEGES.				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION.	English			33,850	...	1,500	12,741	...	19,584	67,675
	Oriental			...	...	..	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law			...	...	...	...	...	...	...
	Medicine			...	...	...	...	...	...	...
	Science			...	...	...	...	...	...	...
	Training			...	...	...	...	...	...	...
	Agriculture			...	...	...	...	...	..	...
			Total	33,850	...	1,500	12,741	...	19,584	67,675
SCHOOL EDUCATION, GENERAL.	SECONDARY SCHOOLS.									
	For Boys	High Schools		33,075	...	1,793	25,964	4,014	16,354	81,200
		Middle Schools	English	38,864	200	4,935	30,988	4,422	20,012	99,421
			Vernacular	4,338	...	...	365	980	9,861	15,544
	For Girls	High Schools		2,001	...	40	895	168	1,413	5,417
		Middle Schools	English	6,884	...	55	4,628	2,844	6,333	20,744
			Vernacular	5,607	...	218	...	1,648	10,527	18,000
			Total	91,669	200	7,041	62,840	14,076	64,500	2,40,326
	PRIMARY SCHOOLS.									
	For Boys			31,677	2,319	7,560	13,306	13,203	30,134	98,599
	For Girls			21,639	25	2,686	10,834	4,247	23,641	63,072
			Total	53,316	2,344	10,246	24,140	17,450	54,175	16,1671
	SCHOOLS FOR SPECIAL INSTRUCTION.									
SCHOOL EDUCATION, SPECIAL.	Training Schools for Masters			...	...	...	...	...	...	...
	Training Schools for Mistresses			...	...	...	...	...	...	...
	School of Arts			...	...	...	...	...	...	...
	Law Schools			...	...	...	...	...	...	...
	Medical Schools			...	...	...	...	...	...	...
	Engineering and Surveying Schools			...	...	...	...	...	...	...
	Industrial Schools			14,600	...	1,700	...	...	3,091	19,391
	Commercial Schools			...	...	...	...	...	...	...
	Agricultural Schools			...	...	...	...	...	...	...
	Other Schools—Reformatory			...	...	...	...	...	...	...
			Total	14,600	...	1,700	...	...	3,091	19,391
Buildings				36,101	...	609	785	13,400	57,241	1,08,136
Furniture and appratus (special grants only)				8,343	...	...	108	2,259	7,284	17,994
			Total	44,444	...	609	893	15,659	64,525	1,26,130
University				...	...	...	..	...	...	...
Direction				...	...	...	..	...	...	...
Inspection				...	...	...	..	...	...	...
SCHOLARSHIPS HELD IN.	Arts Colleges			...	...	...	...	...	...	..
	Medical Colleges			...	...	...	...	...	...	...
	Professional Colleges			...	...	...	...	...	...	...
	Secondary Schools			...	...	...	....	...	...	...
	Primary Schools			...	...	...	...	..	...	...
	Engineering Schools			...	...	...	...	...	...	...
	Technical and Industrial Schools			...	...	...	...	...	...	...
	Other Special Schools			...	...	...	...	..	...	...
Miscellaneous				...	...	...	...	...	...	...
			Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION				2,37,879	2,544	21 096	1,00,614	47,185	2,05,875	6,15,193

Provinces and Berar for the official year 1910-11.—(Concld.)

Institutions. / Management. / Unaided.				Total Expenditure from							Remarks.
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other Sources. Private.	All other Sources. Public.	Grand Total.	
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	54,775	...	1,500	24,681	23,026	...	1,03,982	
...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	3 667	...	...	4.365	...	...	8,032	
...	...	...	...	...		...	...	...	...	...	
...	...	...	...	13,487	...	...	351	...	...	13,838	
...	...	...	...	8,702	...	...	...	...	...	8,702	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	80,631	...	1,500	29,397	23,026	...	1,34,554	
671	1,871	2	2,544	93,212	...	6,467	56.884	25,282	5,029	1,86,874	
19	1,853	2,012	3 884	1,00 504	11,722	30,286	73,280	40,298	7,034	3,23,214	
...	...	1,362	1 362	10,166	1,61,889	13,132	2,255	14,228	5,326	2,06,996	
...	...	...	...	2,911	...	40	895	1,581	...	5,417	
...	...	...	...	6,884	...	55	4,628	9,177	...	20,744	
...	...	...	...	10 361	...	218	...	12,175	...	22,754	
690	3,724	3,376	7,790	2,84,118	1,73,611	50,198	1.37,942	1,02,741	17.389	7,65,999	
6,638	2,335	10,838	19,811	63,055	6,92,293	81 663	29,745	77,634	26,023	9,70,413	
...	72	3,163	3,235	91,542	265	2,864	10,834	32,127	2,612	1,40,244	
6,638	2,407	14,001	23,046	1.54,597	6,92,558	84,527	40,579	1,09,761	28,635	11,10,657	
...	...	...	...	53,647	...	...	...	75	...	53.722	
...	...	...	...	16,269	...	...	...	...	...	16,269	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	5.406	...	...	...	...	...	5.406	
...	2.706	...	2,706	14 600	...	1,700	...	5,797	...	22,097	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	16,440	...	...	...	...	...	16,440	
...	2.706	...	2,706	1,06,362	...	1,700	...	5,872	...	1,13,934	
...	...	3,625	3,625	51,149	1,89,148	34,590	1,700	78,622	707	3,55,916	
...	48	1,297	1,345	40,824	21,720	5,837	2,121	12,101	2,208	84 811	
...	48	4,922	4,970	91,973	2,10,868	40,427	3,821	90,723	2.915	4,40,727	
...	...	...	...	25,000	...	...	...	...	...	* 25.000	* Represents Central Provinces contribution towards the Allahabad University building.
...	...	...	...	58,314	...	...	...	...	...	58,314	
...	...	...	...	1,94,065	5.053	...	...	240	8,177	2,07,535	
...	...	...	...	10,320	...	...	...	817	196	11,333	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	684	...	...	...	...	...	684	
...	...	...	...	18,818	11,402	3,937	...	1,901	3,300	39,358	
...	...	...	...	4,805	...	...	21	680	45	5,551	
...	...	...	...	466	...	..	...	139	...	605	
...	...	...	...	520	411	..	...	...	...	931	
...	...	...	...	...	121	...	...	...	...	121	
...	...	...	...	1,17,876	10,585	5,270	17,604	14,996	3,821	1,70,152	
...	..	...	...	4,30,868	27,572	9,207	17,625	18,773	15,539	5,19,584	
7,328	8,885	22,299	38,512	11,48,549	11,04,609	1,87,559	2,29,364	3,50,896	64,478	30,85,455	

Return of the Stages of Instruction of Pupils in Public Schools for General Education

Class of Schools.			Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys.	Departmental	English	48	6,582	1,517	1	1,518	5,062	2	5,064
		Vernacular	1	122	...	...	...	33	...	33
	District Fund	English	8	482	...	...	...	482	...	482
		Vernacular	215	29,095	...	...	...	3,795	3	3,798
	Municipal	English	28	3,707	184	...	184	3,523	...	3,523
		Vernacular	15	3,132	..	...	...	501	...	501
	Native State	English	11	481	50	...	50	431	...	431
		Vernacular	9	1,701	...	...	...	142	...	142
	Aided	English	46	3,946	1,356	6	1,362	2,530	17	2,547
		Vernacular	17	1,790	...	...	...	276	...	276
	Unaided	English	6	179	40	...	40	139	...	139
		Vernacular	2	35	...	...	...	23	...	23
	Total		406	51,252	3,147	7	3,154	16,937	22	16,959
For Girls.	Departmental	English	...	...	...	...	...	...	...	...
		Vernacular	6	564	...	...	...	...	57	57
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...		..	...	...	...
	Municipal	English	..	...	...	...	...	...	...	...
		Vernacular	..	...		...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	..
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	13	259	...	17	17	...	242	242
		Vernacular	18	1,200	...	...	...	...	207	207
	Unaided	English	...	...	...	...	...	...	...	...
		Vernacular	1	33	...	...	...	...	6	6
	Total		38	2,056	...	17	17	...	512	512
TOTAL SECONDARY SCHOOLS			444	53,308	3,147	24	3,171	16,937	534	17,471
PRIMARY SCHOOLS.										
For Boys.	Departmental		9	911	...	...	...	...	...	...
	District Fund		2,273	164,047	...	...	...	648	...	648
	Municipal		136	20,147	...	...	...	24	...	24
	Native States		225	21,155	...	...	...	...	...	...
	Aided		216	12,861	...	...	...	40	...	40
	Unaided		235	8,011	...	...	...	...	...	...
	Total		3,094	227,132	...	...	...	712	...	712
For Girls.	Departmental		195	10,441	...	...	...	...	...	...
	District Fund		1	47	...	...	...	...	...	...
	Municipal		1	40	...	...	...	...	...	...
	Native States		12	843	...	...	...	...	...	...
	Aided		75	3,813	...	...	...	...	5	5
	Unaided		17	507	...	...	...	...	...	...
	Total		301	15,681	...	...	...	...	5	5
TOTAL PRIMARY SCHOOLS			3,395	242,813	...	...	...	712	5	715
GRAND TOTAL			3,839	296,121	3,147	24	3,171	17,649	539	18,188

ERAL TABLE V.

in the Central Provinces and Berar at the ending of the official year 1910-11.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	6,579	3	6,582
17	...	17	54	...	54	18	...	18	122	...	122
...	...	...	...	...	...	...	...	...	482	...	482
5,647	9	5,656	12,679	112	12,791	6,746	104	6,850	28,867	228	29,095
...	...	...	...	...	...	...	...	...	3,707	...	3,707
479	...	479	1,359	7	1,366	768	18	786	3,107	25	3,132
...	...	...	...	...	...	...	...	...	481	...	481
182	...	182	782	5	787	577	13	590	1,683	18	1,701
34	...	34	2	...	2	1	...	1	3,923	23	3,946
208	...	208	749	...	749	557	...	557	1,790	...	1,790
...	...	...	...	...	...	...	...	...	179	...	179
7	...	7	3	...	3	2	...	2	35	...	35
6,574	9	6,583	15,628	124	15,752	8,669	135	8,804	50,955	297	51,252
...	...	...	...	...	...	...	...	...	...	...	...
...	55	55	...	320	320	...	132	132	...	564	564
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	..	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	259	259
...	135	135	2	465	467	20	371	391	22	1,178	1,200
...	...	...	...	...	...	...	...	...	...	...	...
...	6	6	...	11	11	...	10	10	...	33	33
...	196	196	2	796	798	20	513	533	22	2,034	2,056
6,574	205	6,779	15,630	920	16,550	8,689	648	9,337	50,977	2,331	53,308
107	...	107	613	...	613	191	...	191	911	...	911
23,543	338	23,881	83,441	3,881	87,322	47,714	4,482	52,196	155,346	8,701	164,047
3,773	...	3,773	10,861	32	10,893	5,446	11	5,457	20,104	43	20,147
1,625	65	1,690	9,813	597	10,410	8,223	832	9,055	19,661	1,494	21,155
1,966	7	1,973	7,064	104	7,168	3,572	108	3,680	12,642	219	12,861
567	27	594	4,163	73	4,236	3,083	98	3,181	7,813	198	8,011
31,581	437	32,018	1,15,955	4,687	120,642	68,229	5,531	73,760	16,477	10,655	227,132
...	758	758	1	5,069	5,070	4	4,609	4,613	5	10,436	10,441
...	1	1	...	19	19	...	27	27	...	47	47
...	...	...	...	14	14	...	26	26	...	40	40
...	57	57	...	397	397	...	389	389	...	843	843
40	363	403	158	1 438	1,596	70	1,729	1,799	268	3,535	3,803
...	2	2	...	145	145	...	360	360	...	507	507
40	1,181	1,221	159	7,082	7,241	74	7,140	7,214	273	15,408	15,681
31,621	1,618	33,239	116,114	11,769	127,883	68,303	12,671	80,974	216,750	26,063	242,813
38,195	1,823	40,018	131,744	12,689	144,433	76,992	13,319	90,311	267,727	28,394	296,121

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ... Previous	...	2	...	2	...	3	...	5	8
Final	...	...	...	...	...	...	...	2	2
2. Bachelor of Arts	1	2	...	3	14	43	...	12	69
3. B. Sc.	2*	2	...	4	12	6	...	...	18
4. First B. A.	...	...	...	...	...	...	...	...	...
First B. Sc.	...	...	...	...	...	...	...	...	...
First Arts Intermediate	1	2	...	3	78	129	...	34	241
Previous Examination	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. do. Arabic	...	...	...	...	...	...	...	...	...
Do. do. Persian	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit	...	...	...	...	...	...	...	...	...
Do. do. Arabic	...	...	...	...	...	...	...	...	...
Do. do. Persian	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW—									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law... Previous	1	1	...	2	1	54	...	...	55
Final	...	1	...	1	...	32	...	...	32
MEDICINE—									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Survey...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
First L. M.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
First L. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific	...	...	...	...	...	...	...	...	...

NOTE.—The figures in this table relate to the examinations held during the year 1910-11.

ERAL TABLE VI.

Central Provinces and Berar during the official 1910-11.

Number Passed.					Race or creed of passed Scholars.								Remarks.
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	2	...	3	5	...	...	4	...	1	...	...	...	
...	...	...	1	1	...	...	1	...	...	...	...	...	
5	11	...	3	19	...	...	12	5	2	...	...	...	
3	3	...	...	6	...	...	5	1	...	...	...	...	*Students studying in the Morris and Hislop Colleges go to the Victoria College of Science, Nagpur, to learn Science.
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
32	55	...	6	93	6	...	54	30	3	...	...	...	
...	...	...	...	...	...	...	...	...	...

Return showing the Results of Prescribed Examinations in the Central

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—*(Concld.)*									
ENGINEERING—									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	..	...
TEACHING—									
1. Licentiating in Teaching—									
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	14	15	1	30	327	293	1	72	693
Girls ...	...	4	...	4	...	9	...	...	9
School Final ... Boys ...	15	11	...	26	345	193	...	...	538
Girls ...	...	...	...	...	...	...	..	...	...
Upper Secondary Examination. Boys ...	...	..	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys ...	102	18	...	120	1,913	365	...	16	2,294
Girls ...	1	2	...	3	1	14	...	...	15
High School Scholarship Examination. Boys ...	46	16	...	62	297	98	...	...	395
Girls ...	...	7	...	7	...	31	...	...	31
Primary Examination ... Boys ...	2,282	98	44	2,424	20,309	1,019	272	59	21,659
Girls ...	138	31	2	171	593	180	23	5	801
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	...	...	1	15	...	...	3	19
Lower ...	89	11	...	100	600	104	...	143	847
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
Lower ...	4	6	...	10	19	25	...	15	59
3. School of Art Examination. Boys ...	74	19	1	94	1,307	262	17	63	1,649
Girls ...	1	...	...	1	9	...	..	2	11
4. Medical Examination ...	...	...	...	...	...	...	...	...	...
5. Examination in Engineering and Surveying. Annual ...	1	...	...	...	4	...	...	...	4
Semi-Final ...	...	...	...	1	9	...	...	...	9
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	...	...	...	...	...	...

ERAL TABLE VI.

Provinces and Berar during the official year 1910-11—(Concld.)

Number passed.					Race or creed of passed Scholars.								Remarks.
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
105	65	...	4	174	5	5	116	33	15	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
90	38	...	...	128	...	3	85	25	13	1	...	1	
...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,235	221	...	5	1,461	1	32	584	669	158	8	...	9	
2	9	...	...	11	...	11	...	...	...	...	...	...	
156	40	...	...	196	18	1	77	72	19	6	1	2	
...	13	...	...	13	12	1	...	...	...	...	...	...	
13,206	751	117	40	14,119	* 5	143	2,151	9,630	1,081	201	96	812	*This represents the number of scholars selected for scholarship.
450	106	18	3	577	* 2	65	77	344	26	25	7	31	
14	...	...	1	15	1	...	13	...	1	...	...	...	
128	16	...	11	155	...	3	40	84	15	8	...	5	
...	...	...	...	...	...	...	...	...	...	...	...	...	
13	7	...	3	23	1	7	2	12	1	...	...	...	
468	125	14	24	631	...	12	251	289	70	6	3	...	
6	...	...	1	7	...	1	1	4	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
4	...	...	...	4	...	...	6	4	2	...	...	...	
8	...	...	...	8									
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the Distribution of District Fund and Municipal Expenditure on

	Objects of Expenditure.	Expenditure of District Boards on Public Instruction.													
		In Institutions managed by District Fund Boards.											In Institutions managed by		
		Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.	Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or associations.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
	ARTS COLLEGES.														
Collegiate Education.	English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.														
	Law	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	SECONDARY SCHOOLS.														
Schools Education, General.	For Boys. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Boys. Middle Schools. English	8	482	508	444	...	11,335	...	...	...	...	11,335	...	187	200
	For Boys. Middle Schools. Vernacular	215	29,095	28,971	20,343	...	1,61,889	...	...	...	...	1,61,889	...	...	...
	For Girls. High Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Girls. Middle Schools. English	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	223	29,577	29,479	20,787	...	1,73,224	...	...	...	...	1,73,224	...	187	200
	PRIMARY SCHOOLS.														
	For Boys	2,273	1,64,047	1,61,120	1,14,376	...	6,89,974	...	...	...	...	6,89,974	...	...	2,319
	For Girls	1	47	40	19	...	240	...	...	...	...	240	...	...	25
	Total	2,274	1,64,094	1,61,160	1,14,395	...	6,90,214	...	...	...	...	6,90,214	...	...	2,344
	SCHOOL FOR SPECIAL INSTRUCTION.														
Special Education, Special.	Training Schools for Masters	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Training Schools for Mistresses	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Schools of Arts	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Schools—Reformatory	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Buildings	...	...	...	...	...	1,89,148	...	...	...	...	1,89,148	...	...	...
	Furniture and apparatus (special grants only).	...	...	...	...	...	21,720	...	...	...	...	21,720	...	...	...
	Total	...	...	...	...	...	2,10,868	...	...	...	...	2,10,868	...	...	...
	Inspection	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in.	Arts Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Other Special Schools	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Miscellaneous	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	Grand Total	2,497	1,93,671	1,90,639	1,85,182	...	10,74,306	...	...	...	...	10,74,306	...	187	2,544

TABLE No. VII.

Public Instruction in the Central Paovinces and Berar for the official year 1910-11.

Total District Fund expenditure on Public Instruction.	Expenditure of Municipal Boards on Public Instruction																Total Municipal Expenditure on Public Instruction.	Total expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
	In Institutions managsd by Municipal Boards.											In Institutions managed by—							
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or associations.					
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,500	1,500	1,500			
...	3	184	194	172	5,061	539	...	4,411	...	56	10,067	4,135	...	1,793	6,467	6,467			
11,722	25	3,523	3,495	2,838	25,051	23,995	187	16,675	811	650	67,379	1,356	...	4,935	30,286	42,008			
1,61,889	15	3,132	3,120	2,430	3,165	13,132	...	1,488	...	...	17,785	...	...	...	13,132	1,75,021			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	40	40	40			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	55	55	55			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	218	218	218			
1,73,611	43	6,839	6,809	5,440	33,287	37,666	187	22,574	811	706	95,231	5,491	...	7,041	50,198	2,23,809			
6,92,293	136	20,147	19,604	14,815	21,231	74,103	...	8,179	159	1	1,03,673	...	...	7,560	81,663	7,73,956			
265	1	40	39	32	...	168	...	...	...	...	168	10	...	2,686	2,864	3,129			
6,92,558	137	20,187	19,643	14,847	21,231	74,271	...	8,179	159	1	1,03,841	10	...	10,246	84,527	7,77,085			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,700	1,700	1,700			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	1,700	1,700	1,700			
1,89,148	...	...	...	...	...	33,981	...	893	...	975	35,849	...	...	609	34,590	2,23,738			
21,720	...	...	...	...	24	5,812	...	387	28	40	6,291	25	...	...	5,837	27,557			
2,10,868	...	...	...	...	24	39,793	...	1,280	28	1,015	42,140	25	...	609	40,427	2,51,295			
5,053	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,053			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
11,402	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3,937	15,339			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...			
411	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	411			
121	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	121			
10,585	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,270	15,855			
27,572	...	...	...	...	...	...	...	...	...	...	...	...	...	...	9,207	36,779			
11,04,609	180	27,026	26,452	20,287	54,542	1,51,730	187	32,033	998	1,722	2,41,212	5,526	...	21,096	1,87,559	12,92,168			

EDUCATION—GENERAL TABLE VIII (MALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1910-11

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	21	933	83	496	...	354	22,800	...	14,335	4,242	41,377	
2.—Managed by Local or Municipal Boards.	19	301	...	296	5	...	1,485	965	146	114	2,710	
3.—Aided by Government or by Local or Municipal Boards.	12	595	42	283	270	...	7,706	204	11,157	27,892	46,959	
4.—Unaided	16	413	46	252	114	...	...	...	6,303	8,437	14,740	
Total ...	68	2,242	171	1,327	389	354	31,991	1,169	31,941	40,685	1,05,786	

EDUCATION—GENERAL TABLE VIII (FEMALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1910-11.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure of—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	2	34	...	...	2	32	11,339	...	...	...	11,339	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	5	363	...	158	205	...	8,544	...	4,435	11,810	24,789	
4.—Unaided	2	74	...	20	54	...	...	...	1,765	1,525	3,290	
Total ...	9	471	...	178	261	32	19,883	...	6,200	13,335	39,418	

EDUCATION—SUBSIDIARY TABLE No. II.—(For Europeans only).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1910-11.

	Total Direct Expenditure.					Total Indirect Expenditure.						
	Collegiate Education.	School Education, General.		School Education Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.	Total Expenditure.	Remarks.
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	
Institutions ... For Males	...	37,157	21,823	2,880	61,860	4,715	54,921	5,033	16,269	80,938	1,42,798	
Institutions ... For Females	...	17,312	31,199	...	48,511	2,165	18,774	2,099	1,757	24,795	73,306	
Total ...	...	54,469	53,022	2,880	1,10,371	6,880	73,695	7,132	18,026	1,05,733	2,16,104	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	28·09	20·70	1·49	50·28	7·42	21·09	1·98	19·23	49·72	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	28·85	71·15	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	25·21	24·54	1·33	51·08	3·18	34·10	3·30	8·34	48·92	100·00	
Average annual cost of educating each pupil :—	Rs. a. p	Rs. a. p	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions Cost of Provincial Revenues ...	..	63 5 6	20 3 6	18 10 5	32 7 11							
Aided Institutions Cost of Municipal Funds ...	...	2 4 2	2 6 8	...	2 3 11							
Total ...	...	132 8 6	55 4 10	38 14 8	76 9 5							
Unsided Institutions	...	...	108 6 5	...	108 6 5							
Total ...	...	132 8 6	55 9 3	38 14 8	76 11 2							

EDUCATION—SUBSIDIARY TABLE No. III—(FOR EUROPEANS ONLY).

Return of European Schools and Scholars in the Central Provinces for the year 1910-11.

	Public Institutions.								Grand total of Public Institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning—			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under private management.															
	Aided by Government, District Fund or Municipal Board.				Unaided.											
	Number of Institutions.	Number of scholars on rolls on the 31st March 1911.	Average number on rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on rolls on the 31st March 1911.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
COLLEGES.																
SECONDARY SCHOOLS.																
School Education, General. — For Boys — High Schools	4	72	59	52	...	...	...	...	4	72	72	43	72	6	...	*These figures have also been included under Middle Schools for boys.
School Education, General. — For Boys — Middle Schools	4	223	204	188	...	...	..	..	4	223	223	222	221	10	...	
School Education, General. — For Girls — High Schools	4	17	17	16	...	...	...	...	4	17	17	17	...	...	...	
School Education, General. — For Girls — Middle Schools	6	141	131	121	...	...	...	...	6	141	141	128	...	...	...	
Total	18	453	411	377	...	...	...	...	18	453	453	410	293	16	...	
PRIMARY SCHOOLS.																
School Education, General. — For Boys	4	306	282	253	1	10	5	3	5	316	316	140	152	26	...	
School Education, General. — For Girls	11	675	667	569	...	...	...	...	11	675	675	95	13	...	198	
Total	15	981	949	822	1	10	5	3	16	991	991	235	165	26	198	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools — Boys	1	*(65)	*(74)	*(70)	...	...	...	...	1	*(65)	...	...	...	...	...	
Industrial Schools — Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions...	34	1,499	1,434	1,269	1	10	5	3	35	1,509	1,444	645	458	42	198	

EDUÇATION—GENERAL TABLE III-A. (FOR EUROPEANS ONLY.)

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1910-11.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	62	...	1	1	1	...	...	1	...
	Female	6	...	...	...	...	...	...	...	...
Middle Schools—										
English	Male	200	1	...	1	...	...	...	11	...
	Female	10	...	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	16	...	...	...	...	...	1	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	132	...	1	...	1	...	7	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	426	1	2	2	2	...	8	12	...
PRIMARY SCHOOLS.										
For Boys	Male	267	2	2	2	2	...	15	...	...
	Female	26	...	...	...	...	...	...	...	...
For Girls	Male	187	...	1	...	3	...	6	...	1
	Female	443	...	3	...	4	...	25	...	2
	Total	923	2	6	2	9	...	46	...	3

EDUCATION—GENERAL TABLE III-A. (FOR EUROPEANS ONLY.)

Number of scholars on the 31st March classified according to Sex, Race, or Creed, for the official year 1910-11—(Concld.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins					
SCHOOL EDUCATION—SPECIAL.									
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Schools of Art ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Law Schools ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools. Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools ... Male ...	*(65)	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Other Schools ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Total ...	*(65)	...	...	...	...	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	1,414	3	8	4	11	...	54	12	3
PRIVATE INSTITUTIONS.									
1. Advanced Teaching—									
(*a*) Arabic or Persian ... Male ...	...	...	..	...	...	...	...	...	...
... Female ...	..	...	...	...	...	...	...	...	...
(*b*) Sanskrit ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics. Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
2. Elementary teaching—A Vernacular only or mainly—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
3. Elementary teaching—the Koran only—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...
... Female ...	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS ...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	1,414	3	8	4	11	...	54	12	3

* This number has also been included under Middle Schools for boy.

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1910-11.

Object of expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under private management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SECONDARY SCHOOLS, ENGLISH—																
For Boys—High Schools	7,403	334	3,502	1,285	2,029	14,553	...	...	...	...	7,403	334	3,502	3,314	14,553	
For Boys—Middle Schools	10,046	500	7,684	1,554	2,820	22,604	...	...	...	...	10,046	500	7,684	4,374	22,604	
For Girls—High Schools	2,901	40	895	168	1,413	5,417	...	...	...	...	2,901	40	895	1,581	5,417	
For Girls—Middle Schools	5,684	55	3,340	298	2,518	11,895	...	...	...	...	5,684	55	3,340	2,816	11,895	
Total	26,034	929	15,421	3,305	8,780	54,469	...	...	...	...	26,034	929	15,421	12,085	54,469	
PRIMARY SCHOOLS.																
For Boys	6,030	900	6,733	2,894	4,724	21,281	23	...	519	542	6,030	900	6,756	8,137	21,823	
For Girls	13,160	1,391	10,498	1,164	4,986	31,199	...	...	...	..	13,160	1,391	10,498	6,150	31,199	
Total	19,190	2,291	17,231	4,058	9,710	52,480	23	...	519	542	19,190	2,291	17,254	14,287	53,022	
Industrial Schools—Boys	1,380	...	...	....	1,500	2,880	...	...	...	...	1 380	...	...	1,500	2,880	
Industrial Schools—Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	...	1,500	2,880	
Scholarships held in Colleges—Arts	1,595	...	...	...	...	1,595	..	...	...	...	1,595	...	...	...	1,595	
Scholarships held in Colleges—Professional	684	..	...	...	...	684	...	...	...	...	684	...	...	..	684	
Scholarships held in Secondary Schools	2,534	...	...	...	..	2,534	...	...	...	...	2,534	...	...	...	2,534	
Scholarships held in Primary ,,	2,067	...	...	...	...	2,067	...	...	...	...	2,067	..	...	...	2,067	
Buildings	19,542	...	...	4,030	50,123	73,695	...	...	...	...	19,542	....	...	54,153	73,695	
Furniture	1,836	...	...	932	4,364	7,132	...	...	...	...	1,836	...	...	5,296	7,132	
Miscelianeous	17,822	...	...	...	204	18,026	...	...	...	...	17,822	...	...	204	18,026	
Total	46,080	....	...	4,962	54,691	1,05,733	...	...	...	...	46,080	...	...	59,653	1,05,733	
Total expenditure on European Institutions	92,684	3,220	32,652	12,325	74 681	2,15,562	23	...	519	542	92,684	3,220	32,675	87,525	2,16,104	

EDUCATION—SUBSIDIARY TABLE No. V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1910-11.

Class of School.	Number of Schools.	Number of pupil on the rolls on 31st March.	High Stage. Comprising pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage but have not passed beyond the Lower Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.			Remarks.
												Reading Printed books.			Not reading printed books.						
			1			2			3			4			5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys... Aided ... English	8	295	66	6	72	213	10	223	...	...	...	...	...	...	...	...	...	279	16	295	
For Boys... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	8	295	66	6	72	213	10	223	...	...	...	...	...	...	...	...	...	279	16	295	
For Girls... Aided ... English	10	158	...	17	17	...	141	141	...	...	...	...	...	...	...	...	...	...	158	158	
For Girls... Unaided ... Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	10	158	...	17	17	...	141	141	...	...	...	...	...	...	...	...	...	...	158	158	
Total Secondary Schools	18	453	66	23	89	213	151	364	...	...	...	...	...	...	...	...	...	279	174	453	
PRIMARY SCHOOLS.																					
For Boys... Aided ...	4	306	...	...	...	...	...	...	129	5	134	145	14	159	8	5	13	282	24	306	
For Boys... Unaided ...	1	10	...	...	...	...	...	...	...	...	...	8	2	10	...	...	...	8	2	10	
Total	5	316	...	...	...	...	...	...	129	5	134	153	16	169	8	5	13	290	26	316	
For Girls... Aided ...	11	675	...	...	...	...	...	...	38	202	240	122	223	345	38	52	90	198	477	675	
For Girls... Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	11	675	...	...	...	...	...	...	38	202	240	122	223	345	38	52	90	198	477	675	
Total Primary Schools	16	991	...	...	...	...	...	...	167	207	374	275	239	514	46	57	103	488	503	991	
GRAND TOTAL	34	1,444	66	23	89	213	151	364	167	207	374	275	239	514	46	57	103	767	677	1,444	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III Mixed schools should be entered as Boys' Schools or Girls' schools, according to the number of boys or of girls is greater.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children of School-going age.		1910-1911.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under Instructions.
1		2	3	4	5	6	7	8	9	10
BRITISH TERRITORY.										
The Nerbudda Valley ...	Saugor ...	276,349	265,069	41,452	39,760	10,619	...	2,527	6,515	1,577
	Damoh ...	168,233	164,857	25,235	24,729	6,326	...	740	5,107	479
	Jubbulpore ...	373,567	372,951	56,035	55,943	17,919	429	2,832	12,474	2,184
	Narsinghpur ...	161,891	163,827	24,284	24,574	8,896	76	1,843	6,012	965
	Hoshangabad ..	230,714	226,689	34,607	34,003	12,866	27	3,243	8,542	1,054
	Total ..	1,210,754	1,193,393	181,613	179,009	56,626	532	11,185	38,650	6,259
	Percentage ...	...	...	...	...	15·70	·15	6·18	21·28	3·49
The Satpura Range ...	Nimar ...	200,647	190,077	30,097	28,511	8,299	...	1,380	5,718	1,201
	Betul ...	194,236	196,378	29,135	29,457	4,476	...	978	3,308	190
	Chhindwara ...	255,860	261,085	38,379	39,163	7,118	...	1,347	5,293	478
	Seoni ...	192,659	202,976	28,899	30,446	5,677	...	622	4,588	467
	Balaghat ...	190,410	198,253	28,562	29,738	8,820	...	838	7,454	528
	Mandla ...	200,862	204,360	30,129	30,654	6,358	...	1,379	4,467	512
	Total ...	1,234,674	1,253,129	185,201	187,969	40,748	...	6,544	30,828	3,376
	Percentage ..	...	...	...	...	10·90	...	3·53	16·65	1·79
The Maratha Country ...	Wardha ...	232,217	227,864	34,833	34,179	9,245	...	2,097	6,683	465
	Nagpur ...	408,962	401,024	61,344	60,153	18,879	564	4,945	11,597	1,773
	Bhandara ...	379,829	393,798	56,974	59,070	9,151	...	936	7,872	343
	Chanda ...	337,676	340,398	50,651	51,060	10,076	...	1,683	7,967	426
	Total ...	1,358,684	1,363,084	203,802	204,462	47,351	564	9,661	34,119	3,007
	Percentage ..	...	...	...	...	11·35	·13	4·74	16·74	1·47
Chhattisgarh ...	Raipur ...	645,457	679,680	96,818	101,952	26,471	108	1,070	21,325	3,968
	Bilaspur ...	558,584	587,775	83,788	88,166	19,021	...	2,254	14,299	2,468
	Drug ...	373,434	402,902	56,015	60,435	12,908	...	229	10,284	2,395
	Total ...	1,577,475	1,670,357	236,621	250,553	58,400	108	3,553	45,908	8,831
	Percentage ...	...	...	...	...	11·99	·02	1·50	19·40	3·52
Berar ...	Akola ...	400,148	387,216	60,022	58,082	19,213	18	5,848	11,895	1,452
	Amraoti ...	447,277	428,817	67,091	64,323	24,598	171	5,849	17,052	1,536
	Buldana ...	337,308	332,166	50,596	49,825	16,770	...	4,477	11,303	990
	Yeotmal ...	365,185	357,970	54,778	53,695	9,734	...	1,696	7,383	655
	Total ..	1,549,918	1,506,169	232,487	225,925	70,315	189	17,870	47,633	4,633
	Percentage ...	...	...	...	...	15·34	·04	7·68	20·49	2·05
FEUDATORY STATES.										
Nerbudda Valley ...	Hoshangabad ...	7,530	7,492	1,129	1,123	298	...	...	298	...
	Total ..	7,530	7,492	1,129	1,123	298	...	...	298	...
	Percentage ...	...	...	...	...	13·23	...	...	26·39	...
Chhattisgarh ...	Raipur ...	62,998	64,022	9,450	9,603	2,026	...	40	1,610	376
	Bilaspur ..	594,886	593,256	89,233	89,088	13,994	...	1,224	11,526	1,244
	Drug ...	170,080	183,789	25,512	29,663	7,862	...	900	6,227	735
	Total ...	827,964	841,067	124,195	128,354	23,882	...	2,164	19,363	2,355
	Percentage ...	...	...	...	...	9·45	...	1·75	15·50	1·93
	GRAND TOTAL ...	7,766,999	7,834,691	1,165,048	1,177,395	297,620	1,393	50,077	216,799	28,451
	PERCENTAGE ...	...	...	...	...	12·71	·06	4·45	18·69	2·42

Govt. Press, Nagpur :—No. 1129 Dr. of P. I.—29-9-11—400.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE QUINQUENNIUM ENDING THE 31ST MARCH

1912

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CENTRAL PROVINCES ADMINISTRATION.

Education Department.

Nagpur, the 4th March 1913.

READ—

Letter No. 233, dated the 10th January 1913, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces and Berar for the quinquennium ending 1911-12.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

The issue of this Resolution and Report has been delayed owing to the desire of Sir Benjamin Robertson to complete an accurate survey of the educational position of the Provinces since his return to them as Chief Commissioner.

2. The statistics of the period under review show that during the past five years there has been marked advance and activity in all branches of education. It is satisfactory to note that progress has not been spasmodic, but has been steadily maintained, and that the increase in attendance at all classes of institutions has been accompanied by a more than proportionate rise in the numbers of pupils that have advanced to the higher stages of instruction.

3. With the expansion of education the figures of expenditure have risen. The proportion of expenditure derived from the funds of Local Bodies and Provincial or Imperial sources, respectively, is somewhat confused by the fact that grants made from the latter to the former are shown as expended by Local Bodies from their own resources. But, after allowing for this, a comparison of the proportions of expenditure derived from the various sources in 1906-07 and 1911-12 shows that Local Bodies are taking a greater share in bearing the expense of education within their borders. Provided always that the desire for education on the part of a Local Body does not outrun its discretion in the distribution of its finances, this is a step in the right direction.

4. The increasing desire for collegiate education and the necessity of satisfying it on efficient lines has engaged the attention of the Administration during the quinquennium. Considerable grants have been made to Colleges to enable them to provide new buildings or improve existing ones, to equip their laboratories and lecture-rooms, and to obtain grounds for the recreation of their students. The Chief Commissioner believes that the liberality of the Administration has been reflected in the growth and improvement of the Colleges, and he will continue to extend further help to them as financial conditions allow. The low rate of salaries of the Professors, both in Aided and Government Colleges, has received attention. In 1911 the fees of College students were raised, and the increase of income following thereon has helped to remedy the defect. In the case of the Morris College, the Administration has hitherto borne the major share of expenditure. But even so it has been found impossible to improve appreciably

the character and position of the staff. With the assent of the Governing Body of the College the Administration has proposed to take over the institution and manage it as a Government College. The staffs of the Government Colleges have been strengthened as detailed in the Report. Proposals were made some time ago by the Administration for the enhancement of the salaries of the Professors in the Provincial Service. These proposals have been referred to the Royal Commission on the Public Services in India and will be investigated by that body.

5. Sir Benjamin Robertson notes with satisfaction the progress of the College of Science towards higher scientific teaching. An Engineering School, on what he believes to be a practical basis, is in course of construction, and will be amalgamated with the College. When funds permit, it is his intention to transfer the entire institution from its present situation to a more suitable site and to accommodate it in buildings adapted to its special needs.

6. The strengthening of College influence in the training of men is a matter upon which the Chief Commissioner lays the greatest stress. Tuition alone cannot, in his opinion, produce or cultivate in the students the qualities of mind that are essential in good citizens. While it is on the College staffs that the burden of inculcating these qualities must rest, the Administration can assist their labours by material means. Sir Benjamin Robertson looks forward to the time when the Colleges of these Provinces will all be housed in thoroughly well equipped and constructed buildings situated amidst good surroundings, away from the distractions and disadvantages of city environment, when residence in College will be the rule, and when University life will be sought as much for its educative advantage to the individual as for the value of its degrees. To effect this ideal both time and money will be required; but the Administration is making and will continue to make every effort to bring it about. The new buildings of the Training College, those that have been begun for the Jubbulpore College, and the proposal to found a College in Berar are the first steps towards this end.

7. The Chief Commissioner has every sympathy with the demand for a Central Provinces University, both from the practical as well as from the sentimental point of view. When the time is ripe he hopes that the aspirations of the people in this respect will be fulfilled. Meanwhile part of the drawbacks that the Director specifies as affecting the system of secondary education, consequent on the affiliation of the Colleges and Schools of the Central Provinces to the University of Allahabad, will, he trusts, be removed by the recension of the School Final Examination. This examination has not been successful on its present lines, but is being reconstituted in the light of the experience gained during the past few years.

8. The Director in his report has sketched the policy of the quinquennium as touching secondary education. The Chief Commissioner is in full accord with the principles of administration adopted by Sir Reginald Craddock in his Resolution on Secondary Education of 1911, and will proceed steadily on the lines therein laid down. He notes with pleasure the extent to which these principles have already been given effect and the general acceptation they have met with. He looks confidently to the maintenance and management of secondary education being vigorously carried on by private effort, aided by Government. The new Grant-in-aid Code makes this a possibility, and the desirability of the system requires no advocacy. At the same time, the Administration will reserve an active part in supplying secondary education in the provision of Government Model High Schools at District Head-quarters and Model Middle Schools in certain larger centres.

9. Improvement in the qualifications and position of the teaching staff in secondary schools, both Government and aided, is a matter of great importance. A scheme of enhanced pay for masters in Government service has received the sanction of the Government of India since this report was written. The expenditure involved in its application is very large, and its introduction must be gradual and governed by financial considerations. But the Chief Commissioner trusts that he will be able to give it at least partial effect in the immediate future.

The recent Government of India grant has enabled provision to be made for the amelioration of the prospects of masters in aided schools. Sir Benjamin Robertson has under consideration, on behalf of these teachers, the establishment of a Provident Fund supported by the Administration, which should remove one of the most serious defects of their employment. To improve the technical qualifications of both classes, the Training College at Jubbulpore has been established and should play an important part in the improvement of Anglo-Vernacular education.

10. The expansion of primary education during the quinquennium has been satisfactory, and may be regarded as the normal growth under the financial conditions of the Provinces. It has been accompanied by considerable improvement in administration and development. In particular much progress has been made in the provision of suitable school-houses, and with the assistance which the Administration has received from the Government of India an effort is being made to improve the pay and prospects of village schoolmasters. It is proposed to render the service pensionable in the case of all primary teachers drawing Rs. 10 per mensem and upwards.

11. The Chief Commissioner marks with approval the satisfactory relations existing between the Educational Department and the District Officers in Educational administration. On the maintenance of these relations and unity of effort the improvement of primary education largely depends.

12. The Report indicates, in so far as the period under review is concerned, the bearing of the Durbar grant on the improvement of the prospects and quality of the teachers in Primary Schools, the provision of buildings and the expansion of education. More detailed consideration of the distribution of the grant must be reserved until its application has been effected, but Sir Benjamin Robertson notes the warning of the Director that extension of schools without provision *pari passu* of means of training must result in the evils of quantity without quality.

13. The suggestion made by Mr. Wright for the establishment of village libraries on modest lines is one that deserves attention. Both this proposal and another made separately by the Director for the dissemination of information to villagers by means of magic lantern lectures, will receive the Chief Commissioner's sympathetic consideration when definitely formulated.

14. The training of teachers is a matter in which the Administration is deeply interested, as having the closest bearing on the success of education. The expansion that has taken place during the past five years in this matter is satisfactory, and will be carried further as means permit. The Chief Commissioner awaits the report of the Director on the experiment of one year's training in Normal Schools now being carried on at Jubbulpore and Nagpur. By the end of the current year it should be possible to arrive at a definite conclusion as to its value.

15. The provision of text-books for Primary Schools of a more suitable character, both as regards subject-matter and language, has for some time been felt to be urgent. The difficulties that stood in the way of carrying out the work have now been removed, and arrangements for undertaking it are in progress. The task is an onerous one, and will tax the resources of the Department heavily, but the Chief Commissioner has every confidence that it will be brought to a successful issue with the best results in the furtherance of Vernacular education.

16. The extension and improvement of female education has received earnest attention during the quinquennium. The policy of the Administration has been to take into its own hands and maintain the management of this branch of education, except in so far as it is supported by private bodies. The development of girls' schools as carried out by individual local bodies was unequal and unsatisfactory. For the present at least this policy must be maintained; until female education has established itself more firmly, its control and administration

must be direct and centralised. Later in its development it may be found possible to assimilate its administration with that of the education of boys. The Chief Commissioner has observed the inadequacy of the Inspecting staff of girls' schools, and is of opinion that until it is strengthened these institutions cannot be expected to show the improvement that is possible. He is taking steps to remedy this defect.

17. The position of European education is not satisfactory. Sir Benjamin Robertson is desirous that a thorough enquiry should be made into the conditions under which it is carried on in these Provinces and into the possibilities of its future expansion and improvement. When this has been carried out, the Administration will be better able to direct effort and expenditure. The appointment of an Inspector of European Schools for the Central Provinces alone, which will be made immediately, will enable the Department to supervise more closely the development of European education, and will prove of the greatest advantage to the schools of the Provinces. The system of inspection in conjunction with the Bombay Presidency, while carried out as efficiently as circumstances permitted, has tended to divorce the Administration from the intimate relations with the schools that are essential to advance.

18. The general awakening of the Mahomedan community to the advantages of education that has characterised the history of the past few years, has been reflected in these Provinces in the increase of Mahomedan pupils in all branches of education. Even so there is still great room for progress. The Administration has done its share in furthering every educational effort on the part of the Musulman community. The Mahomedan High School maintained by Government in Berar, the Urdu Normal Classes, and the reserved Scholarships for Mahomedan boys are outstanding evidences of the practical interest that the Administration has displayed. Sir Benjamin Robertson looks to the community to take full advantage of these and other measures for their advancement. But after a careful review of the situation he feels it necessary to remind Mahomedans that dependence on Government aid alone will not achieve their end. There must be steady and combined effort on the part of the community, and generosity and self-sacrifice on the part of individuals, if success is to be attained. He endorses the remarks of the Director as to the direction that such action should take.

19. The report of the educational work done in the Feudatory States is satisfactory. The reorganisation of the Rajkumar College is being carried out, and the Chief Commissioner trusts that before very long it may be possible to undertake considerable improvements in the buildings of the College, as well as other changes which will enhance its efficiency and benefit the training which it gives.

20. It is with the utmost satisfaction that the Chief Commissioner has read the report of the Director on the improvement of the conditions of discipline and moral training in all classes of institutions in the Provinces. The development of character must proceed with that of intellect, and both be combined with physical well-being. The Department is making every effort to secure this association, and with obvious success.

21. Apart from the expansion of educational work generally, the characteristic of the quinquennium has been the reconstruction and consolidation of the policy of administration. Collegiate education has been given a definite direction: new and sound lines for the conduct of secondary education have been laid down: primary education has been improved in several directions: technical and industrial education have been reorganised. Of the material steps that have been taken to accomplish these changes may be mentioned the introduction of the Grant-in-aid Code, the establishment of a generous system of scholarships in Anglo-Vernacular Schools, the opening of new Normal Schools, the reconstitution of Vernacular middle education, the foundation of the Training College for secondary teachers, the system for the encouragement of female education in rural tracts, the introduction of a School Final Examination

in Anglo-Vernacular Schools, the construction of a School of Engineering, the encouragement of Mahomedan education in special Urdu Normal Schools and High and Middle Schools, the development of the teaching of science in Secondary Schools, the reorganisation of hostels and hostel management, and the introduction of compulsory games in schools of all classes. Further measures are still necessary to carry out the aims of the Administration, and are in process of development. But mention of them will more suitably find place in future reviews.

22. The Chief Commissioner desires to express his acknowledgments to the officers of the Education Department for the good work that has been accomplished. In particular the Administration is indebted to Mr. Wright for the ability with which he has administered the Department and for the resource and energy which he has displayed in promoting and carrying out the many important reforms which are set forth in the Report.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette.*

E. R. K. BLENKINSOP,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur :—No. 19, Civil Sectt.—5-3-13—402.

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No. 233.

FROM

A. G. WRIGHT, Esq., M. A.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur the 10th January 1913.

SIR,

I have the honour to submit the report on the state and progress of education in the Central Provinces and Berar for the quinquennial period 1906-07 to 1911-12.

Institutions and Scholars.

2. In 1906-07 the total number of schools within British territory was 3,112 with 217,573 pupils. By 1911-12, it had risen to 3,729 schools with 289,157 scholars. It is noteworthy that the increase was not attained *per saltum*, but represents a steady annual growth.

Primary Schools for boys have been added to since 1906-07 at an almost uniform rate of 100 per annum. The increase in the number of pupils has been roughly 13,000 each year. The total number of schools has risen from 2,438 with 160,318 pupils in 1906-07 to 2,983 schools with 218,704 pupils in 1911-12. Secondary Schools for boys show more annual variation, but from 361 in 1906-07 they have grown to 379 with an increase of pupils from 42,005 to 50,780.

Girls' Primary Schools have risen from 247 in 1906-07 to 297 in 1911-12, and the number of pupils has increased from 11,822 to 15,685.

Girls' Secondary Schools show an advance in number from 34 to 43, with an increase in pupils from 2,034 to 2,381.

The number of Arts and Professional Colleges remains the same although there have been changes in its composition. The attendance at Arts Colleges has risen from 283 to 608 and at Professional Colleges from 38 to 106.

Looking at the distribution of scholars according to stages of instruction it appears that the number of pupils in the Lower Primary stage has increased by 33 per cent and in the Upper Primary by 23 per cent.

Pupils in the Middle stage have increased by nearly 30 per cent and in the High School stage by 48 per cent.

A comparison of the races and creeds of pupils undergoing instruction shows a decrease among Native Christians in all classes of institutions except Colleges and Industrial Schools.

The proportion of Brahmins to other Hindus has increased in Colleges, but has very slightly decreased in the total. There is a very marked increase of Buddhists, from 766 to 2,614, and of Gonds and other aborigines, from 6,382

to 16,171. Low-caste pupils are slowly increasing, being now 16,231, an increase of 900. It is doubtful if the distinction between aborigines and low-castes in the returns is to be depended upon. Taken together these figures show a satisfactory increase, and a point worth noticing is the large increase in the numbers of these castes in Secondary Schools, where they have nearly doubled.

Expenditure. The expenditure has increased by 10 lakhs to a total of a little more than 32½ lakhs. Colleges show the largest proportionate increase. The expenditure on Training Schools appears to have fallen by the conversion of the Training Institution into a College and its inclusion under the heading of Collegiate education. Secondary and Primary education each account for an increase of over 3 lakhs. The proportion between direct and indirect expenditure remains much the same; a rise of 1½ lakhs under "Miscellaneous" in the latter is due chiefly to the inclusion of hostel expenditure. Direction and inspection cost 8 per cent of the total, compared with 9·6 in 1906-07. The proportions of expenditure from the various sources are shown below:—

	1906-07.	1911-12.
Provincial and Imperial Revenues ...	38·2	34
District Funds	36·1	38·5
Municipal Funds	5·5	9·4
Fees	7·3	8·9
Other sources	12·9	9·2
Total ...	100	100

Expenditure from District and Municipal Funds includes their share of Provincial and Imperial grants for education.

Indian Educational Service. 3 During the quinquennium the number of posts in the Imperial Service rose from 11 to 15 by the addition of one Professor for the Morris College, two for the Government College, Jubbulpore, and one for the College of Science.

Provincial Service. To the cadre of the Provincial Service nine posts have been added, raising the total from 11 to 20. These consist in additions to the staff of the College of Science, the creation of posts in the new Training College, and the appointment (temporary) of three Assistant Inspectors.

Professors. The appointment of additional professors in the Colleges has been rendered necessary by the increase of pupils and the clamancy of more individual tuition and attention to social education.

Inspectors. In all Divisions the work of the Inspector grows heavier both by the increase of schools and the demand for improved educational method. In three Circles, Nagpur, Berar and Jubbulpore, the additional burden has already proved too great, and it has been found necessary to relieve the Inspector by the creation of a post of Assistant Inspector. The latter officer takes a share of the general work, but devotes more time to Vernacular Education, particularly in Middle Vernacular Schools. These appointments though made only a year ago have already proved their value.

Inspection of Girls' Schools. The inspecton and administration of Girls' Schools has been carried on hitherto by one Inspectress and two Assistant Inspectresses. The task is too great for so limited a staff, especialy when the difficulties of touring are considered. Reorganisation of the agency involving increase of staff is being carried out.

Deputy Inspectors. The subordinate inspecting staff has received slight additions during the period under review. The number of Deputy Inspectors is now 43. Under the conditions of wider expansion of Primary Education this staff has proved inadequate and is being increased. It has been realised that if progress is to be

made in quality as well as quantity mere inspection of schools is insufficient. The inspecting officers must add instruction of teachers to their work. This demands time, and as time is already taxed, additional staff.

Work of the Inspecting Staff.

In the work done by the inspecting staff generally, much improvement has been effected. Examination in Secondary Schools has given place to sensible inspection. In Primary Schools examination still retains pride of place. The time has not yet come when it can be wholly replaced by inspection and the transition must be gradually effected according to the growth of technical knowledge and a sense of responsibility on the part of the masters. Apart from this branch of work the Inspectors have gained much in administrative power. Decentralisation has been employed to ease the accumulation of work that formerly fell on the Director and to encourage inspecting officers to take a fuller responsibility for their respective charges.

Revenue Officers.

In these Provinces the Revenue Officers play an important part in the conduct of education On the Deputy Commissioner in particular lies the responsibility for the Primary Schools within his district. The Inspector is his expert adviser and the Deputy Inspectors his executive.

The dangers attendant on this system are obvious in theory. In practice it works admirably. I know of no case of friction between a Revenue Officer and an Officer of the Department. A united desire to advance education is potent to disperse petty differences of opinion, and the influence on and direct stimulus to education that a Deputy Commissioner can bring to bear is very great. Both to Deputy Commissioners and to Commissioners the Department owes a debt for steady support and assistance in all branches of work. The advance of recent years could not have been effected without their co-operation.

Tahsildars share with the Deputy Commissioners the credit of advancing Primary Education. They have continued to be of great assistance in securing attendance, and looking after school buildings. It has been said that these officers and their naibs take their cue from the Deputy Commissioners, but it is the case that many of them evince a genuine personal interest in educational work.

District Councils.

The chief function of the District Councils is to finance, and, with the assistance of the Deputy Inspectors, to manage Primary and Vernacular Middle Schools. Out of 3,280 Vernacular Primary Schools in British Territory, 2,294 are District Council Schools, and 212 Vernacular Middle Schools out of a total of 273. District Councils have to be credited with an increase of 285 Primary Schools out of a total increase of 595 in the Central Provinces (British territory) during the quinquennium; their Vernacular Middle Schools have increased by 11, while those under other management have decreased. They have expended Rs. 7,48,160 on Primary Education and Rs. 1,73,664 on Vernacular Middle Education during the past year, in comparison with Rs. 5,46,604 and Rs 59,848 in 1906-07. The increase in expenditure is much more than the increase in schools, the difference being accounted for mainly by an improvement in the pay of the teachers. The Councils have all taken up willingly the improvement of pay, and have done as much as the means at their disposal would allow. At the beginning of the quinquennium the school buildings belonging to District Councils were bad and few. Since 1906-07 close on 10 lakhs has been expended on construction. In 1911-12 the sum devoted to this purpose was Rs. 2,32,178 as against Rs. 1,28,932 in 1906-07. The situation is still short of being satisfactory but the coming year will see it much relieved by expenditure on building from the Durbar grant.

The average expenditure by District Councils on education was 32 per cent of their total income in 1906-07, and 40·18 per cent in 1911-12. But if non-recurring expenditure on buildings be omitted, the expenditure averages just under 32 per cent. The percentage varies from 24·05 in Nimar to 61·76 in Bhandara. Only four District Councils spent less than 33 per cent. Most District Councils are spending at least as much of their income as education can fairly claim, and several are spending more. The Durbar grant has come as a

godsend to these Local Bodies whose hopes for the extension of Primary Education seemed as far from realisation as the provision of funds.

Municipalities.

During the quinquennium Primary Education received a larger share of the attention and funds of Municipalities than it had hitherto done. In 1906-07 there were 110 Municipal Primary Schools. In 1911-12 there were 150, and the expenditure from Municipal funds has risen from Rs. 71,955 to Rs. 1,21,518. Direct comparison of these last figures however is misleading as Provincial contributions to Municipalities are no longer differentiated in the expenditure. In addition to the above, Municipalities have paid Rs. 8,817 to Aided Primary Schools, in comparison with Rs. 7,428 in 1906-07. Municipalities, like District Councils, have been active in providing school buildings. In 1911-12 their expenditure for this purpose was Rs. 49,241 compared with Rs. 14,295 in 1906-07.

School Committee.

The reports on School Committees vary, but the general conclusion is that they are useful. Commendation is more general from Berar, where the power to use the income from fees, and to settle questions of discipline, and responsibility to a certain extent for the teacher's performance of his duties are highly appreciated and have produced a growing interest on the part of the members.

Missionary Bodies.

Missionary bodies continue to take an important share in education. Nine High Schools, all doing good work, are under their management. The Mission Schools at Seoni and Narsinghpur are regarded as equivalents to Government High Schools at district head-quarters. They have received and will receive in the future aid to enable them to maintain the high level expected in staff and equipment. In Primary Education also the Missions take an important share, and their work in the education of low-caste children is especially commendable.

Collegiate Education.

4. The expenditure on collegiate education has almost doubled since last quinquennium. Arts colleges now cost Rs. 1,26,628 as compared with Rs. 75,184 in 1906-07. Provincial expenditure has increased from Rs. 45,640 to Rs. 1,03,841 or, omitting the new Training College, to Rs. 81,611. Fees have increased from Rs. 12,533 to Rs. 29,292, which is due partly to the increase in the number of students and partly to the increase in the scale of fees. The latter has not yet had its full effect since it does not apply to students who had entered college before the new scale came into force, *i. e.*, before the 1st July 1911. The new scale is Rs. 63 per annum in Aided colleges and Rs. 75 per annum in Government colleges and for law classes. There is no sign that the increase has had any effect upon the numbers seeking admission.

Expenditure on the two Aided colleges has risen from Rs. 37,937 to Rs. 65,818. Of the increase the greater share has fallen upon Government, whose contribution has risen from Rs. 13,984 to Rs. 31,418. Fees have contributed over Rs. 10,000, while endowments and other sources have only risen by Rs. 1,156 to a total of Rs. 16,372. In spite of the large increase the cost per student has fallen from Rs. 263-2-7 to Rs. 214-10-0 in Arts colleges, of which the Government share is Rs. 130-15-7, as compared with Rs. 141-5-1 in 1906-07. The cost per student in Government Arts colleges has fallen from Rs. 304-9-5 to Rs. 286-13-5 of which the Government's share is Rs. 216-5-0.

The number of colleges remained the same throughout the quinquennium, but there has been change in individual institutions. The science classes in the Victoria Technical Institute have developed into the College of Science classed as an Arts college in the tables. The opening of the Training College at Jubbulpore has added to the class of professional colleges.

The Agricultural College is administered by the Department of Agriculture and its statistics are not incorporated in the report.

Progress of Collegiate Education.

The increase of over two hundred per cent in attendance during the past five years shows the growing demand for collegiate education.

The demand has by no means reached its zenith, and unless accommodation and staff are increased or additional colleges opened prospective students will have to be turned away. The people of Berar have sent proposals to the Administration for opening an Arts college in Amraoti, and have backed their proposal with an offer of some three lakhs for construction. It is estimated that the college would have some 150 to 200 students from Berar alone. The staffs of all the colleges have had to be strengthened during the quinquennium to meet the increase of students.

Affiliation up to higher degrees has been granted to every college during the past five years. The College of Science which at the beginning of the period consisted only of Science classes ancillary to the Arts Colleges has developed into an independent institution teaching up to the M. Sc. degree. This marks the first stage in the progress of the college towards extended Science teaching and research work. The Training College at Jubbulpore was opened in 1911, teaching up to the L. T. degree.

College buildings.

Much has been done during the quinquennium to improve the housing and surroundings of the colleges and to provide them with proper hostels and playing grounds. The Hislop College, in itself a good building, is situated in the midst of the City, and was oppressed by the surrounding bazar. The buildings adjacent to it have been or are being acquired by the authorities, and the college will be opened up: considerable additions have also been made to the college buildings. The Morris College was located in a most unsuitable building in the City. The Administration gifted the Council with the building and grounds of the Nagpur Residency and the college has been translated to a situation that is worthy of it. At the same time, a hostel has been erected in the grounds. The College of Science is still located in the Victoria Institute, but plans are being got out for a new building adapted to its growing needs. The transfer of the Jubbulpore College has been rendered necessary by its situation and growth, and work is in hand for the erection of a fine residential college outside the City. The Training College commenced its career in 1911 with a good range of buildings erected to suit its requirements. In the case of every college there is now proper hostel accommodation and playing fields have been provided. For the former the demand increases yearly.

Fees.

From 1st March 1911 the fees in all Colleges were raised by 25 per cent. Previously they were lower than was reasonable. The increase has had no effect whatever in reducing attendance. It has at the same time enabled the aided colleges to increase the pay of the salaries of Professors which were much too low.

College results, discipline, &c.

Crude as the test is in estimating the work of a college, the common criterion of examination results shows that the colleges of the Province maintain a high standard. In more essential results the quinquennium has seen considerable advance. The political agitation that disturbed the early part of the period died out among the students, and has been replaced by a social keenness and vigour in physical work that are welcome. An *esprit de corps* is arising in the colleges. The associations of the hostel, the societies, and the playing fields, with their accompanying discipline and moral training, are now playing a considerable part in the education of the young men. In every college the futility of turning out scholars as opposed to men is recognised, and the staffs are doing their best to produce the latter. Even in the two years that I have served in the Provinces I note distinct advance in this respect. It is, for instance, a healthy sign that, in place of college students dawdling aimlessly along in the evening hand in hand, or combining a constitutional with the contents of a text-book, one sees a tired but vigorous hockey team returning from play, or has to make way for a stream of cross country runners training for an inter-collegiate event.

University of Allahabad.

The Colleges remain affiliated to the University of Allahabad. But there is a general and strong feeling that the time has come when an independent University is required to satisfy the needs of the Provinces. Distance makes adequate representation impossible on the Allahabad Senate. Nor are our needs similar to those of the predominant partner in that body. Above all the necessity

imposed upon our Colleges and High Schools of conforming to the requirements of a foreign University takes out of the hands of the Administration the direction and regulation of Secondary Education. With three established Arts Colleges, a College of Science and Engineering, a Training College, a College of Agriculture, a Law School, and in the near future the likelihood of a fourth Arts College and a Medical School, the Provinces may well claim autonomy in the matter of Collegiate Education.

Secondary Education.

5. The number of Secondary Schools has increased from 412 to 441 in the quinquennium. Of the 29 additional schools, 6 are Anglo-Vernacular High Schools, 15 are Anglo-Vernacular Middle Schools and 8 are Vernacular Middle Schools. Anglo-Vernacular Schools have thus increased by 15 per cent. Pupils in Anglo-Vernacular Schools have increased by 24·3 per cent. The chief increase in pupils has been in Boys' High Schools, in which the increase has been 53·3 per cent, while the increase in Anglo-Vernacular Middle Schools does not quite reach 20 per cent. This is satisfactory as indicating that fewer pupils stop short at the Middle School stage. The average attendance in High Schools has risen from 81 per cent in 1906-07 to 84 per cent in 1911-12, and in Middle Schools from 79 to 82 per cent. Government High Schools now number 14 in place of 8 in 1906-07 and Government Anglo-Vernacular Middle Schools number 38, an increase of 7.

Anglo-Vernacular Schools.

The total expenditure on Anglo-Vernacular Schools for boys has increased by 55 per cent since 1906-07. In particular the expenditure of Government upon its own schools has nearly doubled. Extension accounts only partially for the increase. It is due in most part to the employment of larger and better staffs.

Policy of the Administration in respect of Anglo-Vernacular education.

In the early part of the quinquennium progress was being made in Anglo-Vernacular Education on lines of policy somewhat loosely defined and ill-founded. The demand for English Education was rapidly growing. Private enterprise (except on the part of Missionary bodies) did not attempt to meet it. Its satisfaction was left to Local Bodies and to Government. On the former such effort entailed proportionate neglect of Primary Education, on the latter an inordinate expenditure in the near future. The cost of English Education to the pupil was ridiculously low and out of proportion to the expenditure. The grant-in-aid rules were lax, limiting the assistance of Government only to the total difference between the income and expenditure of the managers of an aided institution. There was thus a premium placed on bad management and conscientious self-help was discouraged.

Sir Reginald Craddock had instituted an enquiry into the position of Secondary Education, and developed the results in certain proposals to the Government of India for future expenditure. In the course of this he laid down the policy of establishing a Government High School at each district head-quarters as a model, and Middle Anglo-Vernacular Schools in the larger towns in the interior of the districts. In 1910-11 the continued growth of the demand for English Education necessitated the formulation and publication of a clearly defined Government policy, and Sir Reginald gave expression to this in a Resolution on Secondary Education in June 1911. This Resolution is now the basis of administration. Briefly it excludes District Councils from participation in financing English Education, affirming that Primary Education must for years monopolise their resources. Municipalities are not debarred from managing schools under the rules of the Grant-in-aid Code, provided they first provide for Primary Education. Government will provide a Model High School in each district, and a certain number of Middle Anglo-Vernacular Schools in large towns, and maintain the same. Beyond that private enterprise aided by Government must do what is required. A new grant-in-aid code is appended showing the conditions of Government aid. These have been adjusted to encourage, but not pauperise, private managers. Fees are raised both in colleges and schools, a generous scholarship system is instituted whereby 694 scholarships of the value of Rs. 20,724 are awarded annually. The administration of hostels is regulated so that boarders bear a fair share of expenditure instead of relying on the State for maintenance.

On these lines we have proceeded since 1911. Of the District High Schools to be maintained by Government, 14 are now at work and another is on the eve of starting. In three districts they are not required owing to the existence of aided schools of sufficiently high standard. Provision remains to be made in five districts and will be carried out at once. The provision of Government Middle Schools is in hand. The Resolution in announcing the establishment of Government High and Middle Schools pointed out that the existing ones had become crowded and deficient in accommodation and staff; and while laying down maxima of numbers of pupils that would be worked up to as funds allowed, ruled that admissions must at once be restricted according to present facilities. This has been done and we have already reached the stage, when the public, finding that Government does not intend to provide universal English Education, are thinking about the establishment of Aided Schools. The new Grant-in-aid Code is proving successful in actual working, and is securing both justice and economy. The increased fee system has been introduced and accepted without demur. The scholarship system is in force and opens the door of education to ability as distinguished from poverty. The hostels are running on the new lines of management. In short the policy has already become established and acceptable.

School buildings.

These are good throughout the Provinces. The want however has been felt of suitable laboratory accommodation in many schools. Room was provided sufficient for demonstration purposes but insufficient for practical work by the students. A standard plan for school laboratories has been prepared and erection is proceeding.

Equipment.

Considerable attention has been given during the last year or two to the provision of suitable equipment and apparatus, and further grants for this purpose are in contemplation. The position is now good.

Hostels.

The hostel has for long been looked on as an integral part of the school building in these Provinces and every High School and most Middle Schools have one attached. They are generally of a good type. There are resident superintendents, medical attendance is arranged for, and expenditure has been systematised. The demand for accommodation is great. There are now 68 hostels with 1,335 residents. The increase of pupils living in hostels since 1906-07 is 55 per cent. This is much greater than the increase of 24·3 per cent in scholars. Extension of hostel accommodation is being carried out to meet the rising demand.

Curriculum and staff.

The curriculum so far as it goes is fairly satisfactory. But above Standard IV no sanctioned curriculum exists. That is to say the High School course which for every reason educational, political and commercial is the most important is not controlled by the Administration, but is dependent on the Matriculation Examination as carried out by the University of Allahabad. Even the recognition and registration of schools is exercised by a University that knows nothing of them save from the insufficient data supplied on paper. This is the weak point of our Secondary Educational system, and until there is a separate University in these Provinces, or the University of Allahabad accepts the schools recognised by the Administration, and a School Final or Leaving Examination as equivalent to Matriculation, the remedy is not obvious.

The staffing of the schools is not yet ideal. There is a serious lack of trained men. The opening of the new Training College at Jubbulpore last year with its courses for both under-graduates and graduates was designed to meet the defect. The College has started very successfully and its influence will before long effect an improvement in the technique of the schools. But until the pay of the Subordinate and Provincial services is increased all round, we shall not get the stamp of men we require in sufficient number. Proposals for such increase have been formulated by the Administration and are with the Government of India.

Internal Administration, etc.

Apart from literary work in which the students of our schools maintain a good position, as evinced by examination results, large progress has been made during the quinquennium in the conduct of English Schools. Their tone and discipline has been improved very greatly. The difference in the behaviour and demeanour of the students is noted generally. The change has been effected by the encouragement of sport and social intercourse among the boys. Last year a system of compulsory games was introduced in all Government Schools and the payment of a games fee to support the clubs. This is working well. To the officers of nearly every Department, in stations where Anglo-Vernacular Schools are maintained in the Districts, the Department is grateful for the personal interest in, and the practical help they have given to, school sports.

Examinations.

The new scholarship system has entailed the modification of the examinations that previously determined entrance to Middle and High Schools and proposals are now before the Administration to this end.

The Matriculation Examination continues to be the goal of High School work. The results vary in a manner that is startling, both in these Provinces and over the whole area of the University. The School Final Examination has not proved a success as at present constituted. The reconstruction is engaging attention. So long as our curriculum is fettered by University requirements there is no hope of an examination that depends on these, whatever title is given to it, effecting any change or development in education.

Vernacular Middle Schools.

These schools continue to be classed in the returns as Secondary Schools, but as they are really an extension of the Primary School by the addition of one or two classes, they would be more logically classed as Primary Schools. The number of Vernacular Middle Schools for boys is exactly the same as in 1906-07, while pupils have risen about 18 per cent to 37,179, and expenditure has doubled to Rs. 2,20,418. A certain number of Vernacular Middle Schools in each district have been selected for extension and improvement: the chief improvement is the appointment of a more numerous and more efficient staff on better salaries. The questions of a revised curriculum and of a Vernacular Final Examination are under consideration.

The future of these schools is a doubtful one. As a rule the boy who can afford to spend time at school after passing through the ordinary Primary classes prefers to spend it at an Anglo-Vernacular School so that he may acquire some knowledge of English. At the same time the schools are of the utmost value to the Administration as the recruiting ground for Primary teachers. Their future will be determined largely by their utility to the pupil, and it is in the direction of giving scope to their product that effort must be made.

Primary Education statistics.

6. The policy of the last quinquennium has been one of consolidation and improvement rather than of great expansion of Primary Schools. Many schools had to be provided with buildings, and the number, pay and qualifications of teachers were anything but satisfactory. Available funds have been spent mainly upon improvements in these directions. Nevertheless there has been a considerable increase in schools. The total number of Primary Schools is now 3,504, as compared with 2,902 in 1906-07. Girls' Schools have increased from 257 to 309 and Boys' Schools from 2,645 to 3,195. Of the total increase in schools, Government Schools number 23 (all girls'), Municipal and District Council Schools 325, Native States 7, Aided Schools 147, Unaided Schools 100. The number of pupils has increased from 189,827 to 256,203, the difference being 66,376. This compares favourably with the preceding quinquennium in which the increase was 58,349. The average number of pupils per school has risen from 65 to 73, and the average daily attendance has improved slightly from 70 per cent to 71 per cent.

Expenditure.

Expenditure on Primary Schools has risen from Rs. 8,66,119 to Rs. 11,76,813, or by 35·9 per cent. This proportion is slightly larger than the increase in pupils, and considerably larger than the increase in schools, which is

20·7 per cent. It still constitutes about the same percentage of the total expenditure on education, *viz.*, 36 per cent: in 1906-07 it was 31 per cent. The expenditure in the Central Provinces is divided as follows :—

	1906-07.	1911-12.
Provincial Revenues	15·3	11·3
District Funds	65·5	66·1
Municipal Funds	5·9	11·6
Fees	3·9	3
Other sources	9·4	8
	100	100

The share of expenditure debited to Provincial Revenues represents only the expenditure on Government Schools, almost entirely Girls' Schools, and grant-in-aid paid to schools under private management. The grants paid from Provincial and Imperial funds to Local Bodies are shown as expended by these bodies. The proportion of expenditure attributed to fees represents the fee income of Aided and Unaided Schools. Fees in Board Schools are collected and spent by the individual School Committees.

Distribution of pupils.

The numbers in the various classes are set forth in Table IX. 30·9 per cent of the pupils in Primary Schools are in the Infant Class, 24·8 in Class I, 17·2 in Class II, 14·2 in Class III, and 12·9 in Class IV. More than half the children are in the infant and lowest class. These percentages show the difficulty of getting the villagers to allow the children to stay at school as they become capable of rendering assistance in the parents' work.

Buildings.

As has been stated elsewhere large expenditure has been made on the provision of school houses during the quinquennium. The standard plans provide for simple buildings, but construction is becoming more expensive every year. However with the help of the Durbar grant the work of providing accommodation for established schools will be well advanced. Since 1906-07 District Councils have spent Rs. 9,82,000 on Primary School buildings, and Municipalities nearly two lakhs.

Staff.

Omitting Unaided Schools for which the returns are uncertain there are 6,998 teachers in 3,239 Primary Schools. Of these 2,017 are trained teachers. This is not an ideal state of things but the remedy is expensive, and hitherto the Administration has not been in a position to apply it. More men and more trained men are required. Given sufficient funds both can be obtained. But the present prospects of a primary teacher are not attractive and the output of the Normal Schools is limited. The Durbar grant has placed in our hands the means of meeting both defects. It is proposed to utilise part of the grant in making the pay of all Primary teachers drawing Rs. 10 per mensem and over pensionable. This measure will render the service much more attractive, and recruting easier. Another portion will be devoted to extending the Normal Schools. Within the next few years both the number and qualifications of teachers should greatly improve. In this connection however a note of warning must be sounded. The rapid increase of Primary Schools that will take place hereafter as the result of the recurring grants made by the Government of India will again render the supply of men and especially trained men inadequate. Unless quantity in Primary Education, completely divorced from quality, is all that is sought for, early steps must be taken to provide additional Normal Schools to meet the demand for teachers. Ten years' application of generous funds to the establishment of Primary Schools, without such provision, will find us in a situation where schoolboys who have studied the three R's for some four years will be the only available preceptors for children slightly their juniors. The spread of education and enlightenment cannot be left in hands such as these.

Character of Schools. The character of the schools is on the whole very good. The curriculum is not altogether satisfactory but is under revision. The worst feature of the past has been the poor quality of the text books, both in subject-matter and language. The provision of good books has been taken up and will be carried through as speedily as the arduous nature of the task allows. Apart from purely literary work much attention is given to practical knowledge of patwari papers and other matters of village economy. School gardens are almost universal, and are useful in some places to the adult villager as well as the schoolboy, as forming an experimental or demonstrative plot for the growth of new vegetables, &c. My thanks are due to the officers of the Agricultural Department for advice and assistance as to the management of these gardens.

Physical exercise is well attended to. Deshi kasrat is practised everywhere and the tournaments that are held in almost every district are doing much to encourage an individual school keenness.

Future policy in extension. The occurrence of large recurring grants from the Government of India for extension of Primary Education has necessitated the most careful consideration of the present position, with a view to future development. Hitherto no accurate review of existing facilities has been made. A detailed survey is now being carried out in each district, and maps of the districts showing the villages, their population, the position of existing schools and their status are under preparation. With these before us the extension of schools can be carried out to the best advantage. The general principle will be the grouping of "feeder" schools round model vernacular Middle Schools, but this will be subject to modification to suit local conditions.

External means of Education. The objection is often raised to the wide extension of Vernacular Education, that so many of those who have attended school in their youth lapse into illiteracy. While the argument is futile as neglecting the general effect of education direct and indirect apart from the individual case, it is valuable as drawing attention to a point that has been overlooked. When an English boy is released from a Board School in a country district he has not much more interest in continuing his education than his Indian compeer. Under similar circumstances his lapse into illiteracy would probably be as frequent. But the habit of reading is kept alive in him by the fact that even in the most remote locality he is continually confronted with printed matter. In the sign boards of the village street, the advertisements on walls and in fields, in the occasional glimpse at a local paper his faculty of reading finds employment. Even if he does not care to read consciously, the printed words constantly presented to his view unconsciously exercise the faculty and prevent him from absolute illiteracy. The case of the Indian boy is very different. Unless he goes far out of his way to obtain literature, no word of print is presented to his gaze in the ordinary course of his life. The power of reading dies very soon from disuse. Were he exposed to the same possibility of exercising the faculty unconsciously as the English lad, I see no reason why he should not retain it as fully. And as Indian village conditions do not furnish fortuitous reading as do English ones, the necessity is placed on us of furnishing it otherwise. This can be done by the provision of simple news sheets and village libraries.

The provision of small libraries of interesting information and tales written in simple language seems the first and easiest step to take, and should not prove unduly expensive. In the Balaghat District village libraries are maintained from local resources. In every village school there should be a few books interesting and simple, for the use of the villagers and every effort should be made to ensure their use. The combination of a library with the school should prove the first step towards the prevention of a lapse into illiteracy.

Training College and classes. 7. The last year of the quinquennium saw the opening of an institution that has been greatly needed in the Provinces. The Training Institution at Jubbulpore, while doing good work, was an insufficient instrument for the proper training of Secondary teachers. It has been replaced by a Training College affiliated to the University of Allahabad for the L. T. degree. The College entertains two classes of students, graduates working for the L. T. degree in

a one year's course, and undergraduates working for a Teachers' certificate in a two years' course. Scholarships are given to the students. The staff consists of a Principal in the Indian Educational Service and a Vice-Principal and three Professors in the Provincial Service. A model High School is attached to the College for practising purposes. The institution has made a good start, and its influence should do much for the improvement of Anglo-Vernacular Schools.

The teaching of science in schools is a difficult task and one that requires special training. A class for the instruction of science masters in the methods of teaching their subject is held for one month each year in the Victoria College of Science. It has been at work for two years and is proving most useful.

The difficulty of obtaining a sufficient number of really good men for the teaching profession is, like so may other educational difficulties, a monetary one. Given a sufficiently high scale of pay, the best men can be got. On the present low scale of pay and prospects the good men are attracted into other Departments. The Administration has drawn up a scale which should prove attractive, and it is now under consideration of the Government of India.

Normal Schools.

Since 1906-07 the number of Normal Schools has increased by one, the Urdu Normal School at Amraoti. The establishment of a Normal School at Khandwa in the Hoshangabad Division has been delayed for long by the difficulty of obtaining buildings. At the end of 1911-12 all arrangements for opening the school had been made, and at the time of writing there is now a Normal School in every division together with Urdu Normal Schools in the two divisions where they are required.

As it is, these Normal Schools are unable to meet the demand for their product, and sanction has been given to using a portion of the Durbar grant in extending them. The form this will take is the opening of classes for training masters already in employment, who have not previously been at a Normal School, and retraining masters who have long left one. But as I have previously stated still further extension of these institutions is imperative in the near future.

The system of a one year's course of training is being tried at Jubbulpore and Nagpur. Formerly, the standard for admission was the Primary School certificate, which only meant a 4 years' course of instruction in a Primary School. On the Normal School fell the task of teaching all the subjects of instruction in the V and VI Classes, even the optional ones being treated as compulsory in Normal Schools, and to train the students also as teachers in two years' time. The present experiment is intended to admit candidates who have already passed through a course of instruction up to the VI Standard, and to devote one year to training. It has obvious disadvantages. One year's tuition does not appear sufficient in the case of a lad of 16 or 17 years of age to transform him into a trained master. The period during which he is in the Normal School is too short to expand his mind and establish new habits of thought and life. The supply of boys who have passed through the Vernacular Middle School course is very limited, and recruiting is difficult. On the other hand, it supplies a far larger number of trained teachers per annum. The experiment is receiving careful observation and it will soon be possible to arrive at an estimate of its value. The Raipur, Amraoti and Khandwa Schools are still training their students under the old system.

Training classes.

These classes are attached to Vernacular Middle Schools and the pupils receive instruction in teaching from the Head Master during the middle course. There is a consensus of opinion that they are useless as a means of obtaining trained teachers and they are gradually being abolished. They arose in response to the demand for trained teachers and were a cheap way of making up the deficiency.

Training of women teachers.

There are two Normal Schools for Women, one at Jubbulpore and one at Amraoti. The former is doing good work and is popular. The latter does not appear to attract pupils. The progress of these institutions must naturally be slow. Two Aided Training Schools for Women have been started under Mission management since 1906-07. The students are almost entirely Mission protègés.

Technical education

8. During the quinquennium the Industrial School at Amraoti was converted into the Berar Victoria Memorial Technical Institute. The buildings and shops were erected by popular subscription. A Government grant-in-aid is given for maintenance. On completion of a three years' course in the Institute followed by a year's work in a mill or factory students are eligible for the Boiler Act Examination. There is also a class for the sons of artisans in carpentry and metal work. Certain Mission Bodies carry on Industrial Education, mainly for the benefit of their famine orphans. The Civil Engineering Class attached to the Government Arts College at Jubbulpore has been abolished. It did not prove a success. An Engineering School for the instruction of Civil and Mechanical Engineers is in course of erection at Nagpur. This will be attached to the College of Science and be under the management of the Principal of that Institution. The administration of industrial education in the strict sense of the word was transferred during the quinquennium from the Educational Department to the charge of the Director of Industries.

Reformatory.

In the Reformatory School at Jubbulpore the numbers have decreased from 74 in 1906-07 to 62 in 1911-12. Instruction is given in gardening, carpentry, smithery, tailoring, weaving, and painting. Literary education is carried on simultaneously.

Agricultural training.

The Agricultural College is managed by the Department of Agriculture. The Normal Agricultural Class for village schoolmasters has been abolished, as it was recognised that the teaching of agriculture was beyond the scope of the village Primary School.

Law classes.

Since 1906-07 the Law Class attached to the Jubbulpore College has been abolished and the teaching of Law is confined to the Morris College. The number of students has doubled since 1907. In 1906-07 fees were Rs. 1,265. In 1912 they had risen to Rs. 5,584. The expenditure rose simultaneously from Rs. 4,668 to Rs. 9,917.

Medical Scholarships.

As the Provinces have as yet no Medical School, education is fostered only by the award of scholarships tenable at the institutions of other provinces. These scholarships are unpopular. In place of a possible of 58 scholars in 1911-12 there were only 14 at work.

Technical Scholarships.

During the quinquennium 11 students were given scholarships in the Victoria Jubilee Technical Institute, Bombay, for the study of textile industry. Three scholarships are available yearly, and are tenable for 3 years. Last year 2 were awarded.

Female Education.

State Technical Scholarships tenable in England have been given to 7 students from the Central Provinces during the quinquennium. Of these, three were for the study of mining, two for textile industry, one for tanning and one for the manufacture of oils, fats, and their products.

9. The figures given in Table III include both Indian and European Schools. The gradual progress of schools for Indian girls is shown in the following table:—

	1906-07.	1907-08.	1908-09.	1909-10.	1910-11.	1911-12.
Schools ...	269	275	302	320	318	331
Pupils ...	13,782	14,818	16,576	17,526	16,904	17,886

The increase in pupils has been slightly greater than the increase in schools. In 1906-07 the average number of pupils was 51 per school: it is now 54. These figures alone do not fully indicate the progress made, as there were 12,118 girls reading in boys' schools in 1911-12, compared with 5,215 in 1906-07. The increase in girl pupils is therefore 57 per cent in the quinquennium. The large increase of girls in boys' schools is due to the grant of bonuses to masters of such schools for the education of girls. The measure was introduced only recently, but is already justifying itself.

There are three Anglo-Vernacular Schools for girls as against five in 1906-07. These are all Mission Schools. While the demand for Anglo-Vernacular education for girls must be slow, it is already in existence in the larger towns. A Girls' High School is being opened by Government in Amraoti, and it is likely that a similar institution will follow in the north of the Provinces. The curriculum of these schools will require careful attention. In the Anglo-Vernacular Middle Schools it copies too closely the lines laid down for boys. In framing the complete course for girls, education and not examination must be aimed at. Anglo-Vernacular Schools for girls.

There are nine Government Vernacular Middle Schools. The other ten are mainly Mission Schools. Their pupils are chiefly famine orphans, whose number is decreasing. Vernacular Middle Schools.

The number of these and the pupils in attendance has increased in almost every district. The percentage of girls attending school to girls of school-going age has risen from 1·9 in 1906-07 to 2·72 in 1911-12. Primary Schools.

The expenditure on these schools has risen from Rs. 1,58,786 to Rs. 1,99,889 or by 26 per cent.

About one-sixth of all the Primary Schools for girls is maintained by Missionary bodies with the help of grant-in-aid. The remaining five-sixths are Government Schools, the Administration having undertaken the management of female education.

There is always difficulty in determining whether a newly opened girls' school is likely to be permanent. Accordingly a system of grant-in-aid for experimental girls' schools has been introduced. The grant is paid to a committee formed in the village where it is proposed to open the school, and the school is managed by that body for two years. Expenditure is divided equally between local subscription and Government grant. At the end of two years, if it is seen that the venture is succeeding, and that the school has a prospect of permanency, it is taken over by Government.

Large progress has been made during the quinquennium in providing suitable buildings for girls' schools. About 80 schools still remain to be dealt with, but the work is being steadily carried through. Buildings.

The number and qualifications of the staff in girls' Primary Schools have been greatly improved. The difficulty experienced in effecting this is great. There is, however, a growing demand for entrance into the normal schools for women especially in the north of the Provinces, and scholarships are given to girls who are likely to become teachers to maintain them through their school course. Staff.

A good deal of educational work is done in the homes of the people by the Church of England Zenana Mission and other Missionary bodies. The demand for higher education, fitting women for a wider life, is evinced by the starting of private classes for grown up ladies in Amraoti, Akola, and Nagpur. Zenana classes.

With so many schools already at work or springing up over the wide area of the Central Provinces and Berar, the task of inspection has been very heavy on the slight inspecting staff, consisting of one Inspectress and two Assistant Inspectresses. Many schools had to be handed over to Deputy Inspectors for inspection. This is very unsatisfactory as the presence of an Inspectress is a powerful factor in the success of the schools. Their management by women has popularised them greatly and apart from mere inspection they depend much for improvement in method on the personal advice and instruction of an Inspectress. Part of the Durbar grant will be utilised in providing extra Assistant Inspectresses, and a propasal will shortly be submitted for the appointment of a Second Inspectress. Inspection of girls' schools.

School Committees. A beginniug has been made in the formation of School Committees composed of European and Indian ladies who take an active interest in the local girls' schools. This movement should produce good results.

European Education. 10. The number of schools has fallen from 18 to 16 since 1906-07. The two which have disappeared are the Pachmarhi Convent School and St. Mathew's School at Harda, both of which were closed for want of pupils. Of the 16 schools, 11 are managed by the Roman Catholic Church, 3 by the Church of England and 2 are Railway Schools. Eight schools teach to the High School standard, 2 to the Middle School, and 6 are Primary Schools.

Scholars have increased by 74 only since 1907, the increase being divided equally between boys and girls. In the previous quinquennium the total number of scholars had increased by 15 only, so the total increase for 10 years has been only 89 or 6·7 per cent. During these ten years the increase of the European and Anglo-Indian population has been 54 per cent or, separately, Europeans 51 per cent and Anglo-Indians 59 per cent. It is evident from these figures, even if we make due allowance for an increase in the number of Europeans whose children are educated in England, or at schools in the hills or in other Provinces, that there is a great falling off in the education of the children of the domiciled community. The share of the increased expenditure on European schools that parents have been called upon to contribute in the form of increased fees can hardly explain the want of a proportionate increase in the number of pupils, for provision has been made for grants-in-aid of fees for poor children. Some agency seems wanted to secure the attendance of the children. School Committees might take up this question: at persent their activities are chiefly devoted to management; they do little for attendance.

Expenditure, The total expenditure has risen from Rs. 1,27,944 to Rs. 2,21,774. The cost to Provincial funds has risen from Rs. 60,078 to Rs. 84,482 or by 40·6 per cent. Comparison of the totals in General Table IV (Europeans) for 1911-12 with those for 1906-07 is not possible, as the former includes a sum of Rs. 64,496 for boarding-house expenditure which was not included in the latter at all. The Government's share of this is mainly the amount paid as orphan grants.

Grants-in-aid. Large grants-in-aid were given during the quinquennium for buildings and equipment. The Bishop's School and the St. Francis de Sales' School at Nagpur added considerably to their school buildings, and the Convent School and the Christ Church Girls' School at Jubbulpore added largely to their boarding accommodation. New schools were built at Khandwa and Badnera. Science equipment is not yet complete. Some of the High Schools for boys still want science laboratories. All the schools are now provided with more or less efficient libraries. The annual special grant of Rs. 12,000 from the Government of India was utilised for supplementary grants to augment salaries. The orphan grant of Rs. 8 per mensem was paid last year on behalf of 168 boarders out of a total of 608 boarders distributed over 9 schools. Boarders have increased by 122 and orphans, for whom grant is paid, by 48 since 1907. It is noticeable that these increases are out of proportion to the total increase in pupils.

Staff. The number of teachers in the 16 schools is the same as in the 18 schools in 1907, *viz.*, 115. Now, however, 25 are classed as trained, while in 1907 there were only 7. The Inspector of Schools reports that the general standard of teaching has improved, and modern methods are being adopted. There is a growing recognition among both teachers and managers of the value of training, and applications for scholarships or grants to enable teachers to go to Sanawar, Simla, Naini Tal, &c., are becoming more frequent. Four teachers were sent to Sanawar, two to the Isabella Thoburn College, Lucknow, one to the Diocesan College, Naini Tal, and one to Poona during the quinquennium. The number of teachers is clearly too small to require a Training College in the Central Provinces. A system of scholarships or stipends tenable in foreign Training Colleges will be sufficient to obtain a supply of trained

teachers, provided salaries are sufficiently attractive. There has been an increase in the salaries during the quinquennium, chiefly from the Government of India's special grant.

Industrial Education.

An Industrial Class for carpentry and smith's work attached to the St. Francis de Sale's School is the only institution of the kind for Anglo-Indians. It continues to do good work, and had 58 pupils in 1911-12. It had 62 five years ago. A few boys have also taken advantage of apprentice scholarships tenable in railway and other workshops.

Physical Education

This is well reported on in all the schools. Drill in girls' schools is said to be of a high type. In boys' schools cricket, football and hockey are popular. The Cadet Corps at Jubbulpore and Nagpur continue to flourish. In connection with the jubilee of the Nagpur Volunteer Rifles in 1910, to which the Cadet Corps belong, 10 scholarships to be granted annually on the results of the Middle and High School Examinations were founded for the children of volunteers; last year, however, only 3 were awarded owing mainly to the small number that passed the examinations. The Boy Scout movement took a strong hold of the Christ Church Boys' School at Jubbulpore.

Collegiate Education.

It is interesting to notice that while there were only 5 Anglo-Indian students in colleges in 1906-07, there were 20 in 1911-12, and other 2 were studying law. This seems to indicate a growing desire for higher education on the part of this community.

Inspection.

During the quinquennium the schools were under the Inspector of European Schools of Bombay. This arrangement has not been found satisfactory, and the question of putting the schools under an officer in the Central Provinces Educational Service awaits decision. The Inspector has in the European Schools of Bombay a sufficiently onerous charge, and he cannot give to the Central Provinces all the attention they require.

Muhammadan Education.

During the quinquennium the total number of Muhammadans under education has risen from 21,532 to 29,016. This gives an increase of 34·7 per cent as compared with the increase of 32 per cent for all castes and creeds. The increase in all grades of schools is above the average particularly in colleges and Secondary Schools. As compared with 1906-07 the number of Muhammadan students in 1911-12 shows a rise in the case of college students from 11 to 33, in boys undergoing Secondary Education from 4,842 to 6,004, in girls in the same stage from 26 to 180, in boys attending Primary Schools from 15,030 to 20,713, and girls in the primary stage from 1,623 to 2,086. The general and marked progress thus indicated has been stimulated by the meeting of the All-India Muhammadan Educational Conference at Nagpur in 1910-11, and by the activity of the Local Bodies and Conferences in Berar.

During the quinquennium a Government High School for Muhammadans was established at Amraoti. An Urdu Normal School with a Practising School has been established in the same place. Further provision for the training of Muhammadan teachers has also been made in the current year by the opening of an Urdu Class in the new Normal School at Khandwa, with separate Urdu Classes in the Practising School. There were, in 1911-12, 41 Muhammadans in the Normal Schools as compared with 29 in 1906-07. The Anjuman School at Nagpur has been raised to a High School.

While these facts prove that Muhammadan education has been advancing generally during the period under review, it must be noted that the position is not yet satis factory. The number of Muhammadans that pass the Matriculation Examination, and consequently the number that proceed to College and graduate; is far too small in proportion to the number under education. For many reasons Muhammadans abandon their education before bringing it to a proper conclusion. In so far as this is due to the weakness of the education imparted to them in Muhammadan Schools, the cause and the remedy lie in the hands of the community itself. It is impossible to find Muhammadan teachers, and Muhammadan

Schools have to be staffed in a way that would be disgraceful in ordinary schools. If the Muhammadan Educational Conference could only persuade a sufficient number of the community to devote themselves to the practical work of education it would do their cause great service.

Feudatory States.

12. The report for the quinquennium concerns the same States as that for the previous quinquennium, except that Bastar, which is not now under the Agency Inspector, has been excluded.

There has been an increase of 4 Anglo-Vernacular Schools and 5 Vernacular Schools. Pupils have nearly doubled in Anglo-Vernacular Schools. Pupils in Vernacular Schools have increased by 20 per cent. The percentage of children of school-going age at school was reported last quinquennium to be 11; now it is 9·5, being 17·35 for boys and 1·8 for girls; last quinquennium reported the doubling of the percentage of boys at school. This percentage has not been maintained as many schools forced upon unwilling villagers had to be abandoned. There is a marked difference between the States that have been all along connected with the Central Provinces and those taken over from Bengal a few years ago. Of the former, no State has a smaller percentage than 9·6 at school, and of the latter none has more than 9·1.

Expenditure.

Expenditure has risen from Rs. 54,195 in 1906-07 to Rs. 1,10,529 in 1911-12. Buildings and equipment alone cost Rs. 24,885 in 1911-12 as compared with Rs. 7,049 in 1906-07. The expenditure on Secondary Education has more than doubled, and that on Primary Education has increased by over 60 per cent.

High Schools.

There are three High Schools, of which that at Nandgaon has only recently been recognised by the University. It is a well-staffed and equipped Institution.

Training Classes.

There are no Normal Schools in the States, but there are five training classes attached to Vernacular Middle Schools.

Inspection.

The inspecting staff has remained the same during the quinquennium, consisting of one Inspector and seven Deputy Inspectors.

General.

The growth in numbers in attendance in the schools does not represent by any means all the progress that has been made in education in the States. The schools have been strengthened in every way, and a keener interest in education stimulated. The Political Agent's educational work has been materialised in general improvement.

Raj-Kumar College.

In 1911-12 there were 27 boys in the College as against 23 in 1906-07, representing 22 different States and zamindaris of the Central Provinces and Bengal. Government grants amounted to Rs. 10,735, fees to Rs. 13,409 and income from endowments to Rs. 3,814. The expenditure was Rs. 27,686, chiefly on salaries and wages.

The quinquennium has been uneventful, the only facts of importance being the visit of five of the boys to the Coronation Durbar at Delhi, the recognition in 1909 by the University of Allahabad of the Final Examination of the College as equivalent to the Matriculation Examination, and in the following year the completion of the Science Laboratory. The system of religious instruction, commenced at the end of the previous quinquennium, has been continued. The religious text-book that was then adopted is reported to have been a success. The staff remains unchanged. No changes of any importance have been made in the curriculum.

The Governing Body has the question of reorganising the College under consideration. The question is an important one as the future condition of the States depends largely upon the success of this College. Arrangements are now being made for an Indian Educational Service Principal.

Discipline and moral training in Educational Institutions.

13. There is little to record on this subject in addition to what has been noted in dealing with individual classes of institutions. Marked progress has been effected of recent years in discipline, manners, and *esprit de crops*. The

causes at work have been the greater attention devoted to the students outside the class room, the development of physical education and sport, and the provision of good hostels. Direct moral teaching is receiving consideration as a possible school-subject. Apart from this, every step that is taken to improve the Schools and Colleges generally, is at the same time a step towards heightening the tone of their students.

Text-books.

14. No changes of any importance have been made in text-books during the quinquennium. The revision of text-books for both Primary and Secondary Schools has been taken in hand.

The distribution of text-books in the Central Provinces is still carried on by the same agencies as before, namely, by the firm of Newal Kishore through Book Depôts and sub-agencies, and in some places by the District Councils offices. In Berar the chief agency is the Government Book Depôt at Badnera The system requires reorganisation, and this too will be undertaken as soon as possible.

Text-book Committee.

The Text-book Committee has been reorganised and its procedure altered with a view to the speedier despatch of business. The separate Committee for Berar has been abolished, and also the sub-committees at Nagpur, Jubbulpore and Raipur; under the old system there was a growing accumulation of arrears. In 1911-12, 102 books were submitted to the Director, of these 84 were sent to a preliminary reader for report. Sixteen were submitted to the Text-book Committee and 11 received their approval, one book being still under consideration; 67 books were sanctioned for use as prize or library books.

The Text-book Committee holds no meetings. The individual opinions of members are obtained by letter.

The system is working well, and there are now practically no arrears. At first a preliminary reader's fee was charged to publishers and authors who submitted books; but this charge has now been abolished. The preliminary reader's fee is paid by Government.

I have the honour to be,

Sir,

Your most obedient servant,

A. G. WRIGHT,

Director of Public Instruction.

Govt. Press, Nagpur:—No. 1857, D. P. I.—15-1-13—400.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1911-12.

(FOR DETAILS SEE GENERAL TABLE III).

Area and population.					Public institutions.							Private Institution.		Grand Total.	Percentage of	Remarks.
					Collegiate Education.		School Education, General.		School Education, Special.							
Total area in square miles.	Number of towns* and villages.		Population.	Institutions and scholars.	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2		3	4	5	6	7	8	9	10	11	12	13	14	15	16
British Territory 99,823 Native States 18,112 Total ... 117,935	Towns. British Territory	112	Males. British Territory ... 6,930,392	Institutions. For males ...	4	2	398	3,195	5	7	3,611	3	2	3,616	7·98 Institutions to number of towns and villages.	Bastar State figures have been excluded in all the Central Provinces returns.
	Native Sates ...	5	Native States ... 835,615													
	Total ...	117	Total ... 7,766,007	For females...	...	...	43	309	2	1	355	...	1	356	·79	
				Total ...	4	2	441	3,504	7	8	3,966	3	3	3,972	8·77	
	Villages. British Territory.	39,005	Females. British Territory ... 6,985,916	Scholars. Males ..	608	106	52,618	228,255	364	306	282,257	57	44	282,358	24·24 Male scholars to male population of school-going age.†	
	Native States	6,188	Native States ... 848,077													
	Total ...	45,193	Total ... 7,833,993	Females ...	...	...	2,677	27,948	59	45	30,729	...	118	30,847	2·63 Female scholars to female population of school-going age.‡	
	GRAND TOTAL ...	45,310	GRAND TOTAL ...15,600,000													
				Total ...	608	106	55,295	256,203	423	351	312,986	57	162	313,205	13·39	

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized subject to the modifications enumerated below.

* A town contains 5 000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population should be entered as a town.

† The population of school-going age is taken at 15 per cent of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction. §							
	Collegiate Education.		School Education, General.			School Education, Special.		Total.
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.		Training Schools.	All other Special Schools.	
				Upper.	Lower.			
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	1,26,628	32,147	7,77,666	9,34,064	96,011	60,037	46,315	20,72,868
For Females ...	...	...	53,151	1,23,242	23,496	15,628	2,261	2,17,778
Total ...	1,26,628	32,147	8,30,817	10,57,306	1,19,507	75,665	48,576	22,90,646
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	7·27	2·49	25·46	10·00	1·97	7·09	3·52	57·80
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	15·43	55·51	6·01	...	...	76·95
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	·10	...	32·38	42·51	1·96	...	·48	77·43
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	3·88	·98	25·44	32·37	3·66	2·32	1·49	70·14
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN	Rs. a p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution. Cost to Provincial Revenues.	216 5 0	252 15 8	20 1 4	7 5 8	6 10 6	173 8 2	(*a*)316 6 5	20 2 7
Cost to District and Municipal Funds.	...	...	0 10 9	0 0 1	...	...	...	0 4 6
Total Cost ...	286 13 5	306 2 7	29 14 4	7 6 7	6 10 6	173 15 1	316 6 5	25 3 7
District Fund Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to District Funds.	...	...	6 1 10	4 6 8	4 11 2	...	...	4 11 3
Total Cost ...	...	...	6 1 10	4 6 8	4 11 2	...	...	4 11 3
Municipal Schools. Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to Municipal Funds.	...	...	14 1 9	5 7 4	7 3 5	...	...	7 6 2
Total Cost ...	...	...	14 1 9	5 7 4	7 3 5	...	...	7 6 2
Institutions in Feudatory States. Cost to Native State Revenues.	...	...	8 12 4	0 15 7	0 8 1	...	...	2 1 3
Cost to District and Municipal Funds.	...	...	5 15 4	0 12 1	0 4 2	...	...	1 3 1
Total Cost ...	...	...	15 3 6	2 8 6	1 7 3	...	...	3 9 11
Aided Institutions. Cost to Provincial Revenues.	83 1 10	...	13 9 5	3 1 4	0 7 3	...	51 4 8	7 3 9
Cost to District and Municipal Funds.	0 11 11	...	0 7 0	0 10 9	1 7 4	...	4 9 11	0 12 5
Total Cost ..	174 1 11	...	36 9 5	10 2 2	3 2 9	...	88 2 10	19 7 5
Unaided Institutions. Total Cost ...	...	...	23 8 4	3 8 8	2 2 1	...	...	3 4 2
All Institutions ... Cost to Provincial Revenues.	130 15 7	252 15 8	4 15 2	0 7 9	0 11 5	173 8 2	92 4 0	1 15 11
Cost to District and Municipal Funds.	0 7 11	...	5 2 2	3 9 10	2 10 6	...	3 14 11	3 12 7
Total Cost ...	214 10 0	306 2 7	15 2 10	4 12 11	4 0 10	173 15 1	129 9 3	7 7 9

TABLE II.

Central Provinces and Berar for the official year 1911-12.

Total Indirect Expenditure on Public Instruction. §									
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.	Total expenditure on Public Instruction.	Remarks.
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	50,962	1,79,819	61,525	3,05,459	96,209	1,65,688	8,59,662	29,32,530	The expenditure on the Engineering School, Jubbulpore, which has been abolished, is included in this table, but it has been excluded in calculating the cost of educating each pupil.
...	...	27,938	5,841	28,986	4,930	47,438	1,15,133	3,32,911	
...	50,962	2,07,757	67,366	3,34,445	1,01,139	2,13,126	9,74,795	32,65,441	
...	4·79	18·12	4·12	1·65	4·01	9·51	42·20	100·00	
...	...	·44	·95	19·22	1·51	·93	23·05	100·00	
...	...	...	1·45	16·80	2·14	2·18	22·57	100·00	
...	1·56	6·36	2·07	10·24	3·10	6·53	29·86	100·00	

(*a*) Excluding Engineering School which has been abolished.

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public					
	Under Public					
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
ARTS COLLEGES.						
Collegiate Education. — English	2	232	212	183	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	1	77	77	66	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Training	1	29	28	25	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	4	338	317	274	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys — High Schools	14	1,584	1,505	1,306	2	135
School Education, General. — For Boys — Middle Schools. English	38	6,029	6,168	5,204	32	3,460
School Education, General. — For Boys — Middle Schools. Vernacular	2	210	207	144	226	33,527
School Education, General. — For Girls — High Schools	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools. English	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools. Vernacular	9	808	776	581	...	...
Total	63	8,631	8,656	7,235	260	37,116
PRIMARY SCHOOLS.						
School Education, General. — For Boys — Upper Primary	8	831	808	560	2,081	177,838
School Education, General. — For Boys — Lower ,,	...	...	...	...	360	15,670
School Education, General. — For Girls — Upper Primary	135	8,036	7,789	5,216	1	40
School Education, General. — For Girls — Lower ,,	63	2,989	2,860	1,953	2	84
Total	206	11,856	11,457	7,729	2,444	193,632
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	5	364	376	342	...	...
School Education, Special. — Training Schools for Mistresses	2	59	59	45	...	...
School Education, Special. — Schools of Art	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory	1	62	55	51	...	...
Total	8	485	490	438	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	281	21,310	20,920	15,676	2,704	230,748

I.—For the purposes of columns 24, 25 and 26, the language through which instruction is imparted should be adopted as the basis of classification not form part of their curriculum. The term classical language in column 25 includes European and Oriental classical languages.
II.—Mixed schools should be shown as boys' schools or as girls' schools according as the number of boys or of girls is greater
III.—Where boys and girls attend the same school the number of girls in boys' schools and the number of boys in girls' schools should be shown in
IV.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 10 to 13 and not in

RAL TABLE III.

Provinces and Berar for the official year 1911-12.

Institutions.

Management.									
Municipal Boards.		Maintained by Native States.				Under Private Management. Aided by Government or by District or Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	376	378	303
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	2	376	378	303
115	100	3	91	77	54	16	1,295	1,336	1,296
3,678	2,945	8	491	480	349	29	2,567	2,645	2,119
32,751	23,414	8	1,652	1,642	1,101	15	1,774	1,722	1,363
...	...	...	...	...	...	4	21	17	16
...	...	...	...	...	...	9	288	270	238
...	...	...	...	...	...	19	1,127	1,134	920
36,544	26,459	19	2,234	2,199	1,504	92	7,072	7,124	5,752
172,906	123,180	180	19,077	18,784	13,517	144	10,302	10,650	7,803
14,780	11,534	32	1,930	1,871	1,227	147	4,234	4,022	3,084
41	19	9	648	648	450	62	3,399	3,343	2,266
77	61	3	159	172	131	12	353	321	197
187,804	134,794	224	21,814	21,475	15,325	365	18,288	18,336	13,350
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7	289	301	263
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	7	289	301	263
224,348	161,253	243	24,048	23,674	16,829	465	25,025	26,139	19,668

for Colleges or Departments of Colleges for professional training and such Special Schools where the study of English or a Classical or Vernacular language d...s

columns 35 and 36, respectively.
columns 2 to 5.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public Institutions.—(*Concld.*) Under Private Management.—(*Concld.*) Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st March learning. English.	A Classical language.	A Vernacular langua ge.
1	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
Collegiate Education. English	...	...	...	...	4	608	608	337	...
Collegiate Education. Oriental	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education. Law	...	...	...	...	1	77	77	...	...
Collegiate Education. Medicine	...	...	...	...	...	...	...	...	...
Collegiate Education. Engineering	...	...	...	...	...	...	...	...	...
Collegiate Education. Training*	...	...	...	...	...	...	...	...	...
Collegiate Education. Agriculture	...	...	...	...	1	29	29	...	...
Total	...	...	...	...	...	...	...	...	...
	...	...	...	...	6	714	714	337	...
SECONDARY SCHOOLS.									
School Education, General. For Boys ... High Schools	...	...	...	...	35	3,105	3,105	1,906	1,771
School Education, General. For Boys ... Middle Schools. English	4	183	169	132	111	12,730	12,712	645	12,700
School Education, General. For Boys ... Middle Schools. Vernacular	1	22	23	21	252	37,179	61	...	37,179
School Education, General. For Girls ... High Schools	1	4	5	3	5	25	25	21	4
School Education, General. For Girls ... Middle Schools. English	...	...	...	...	9	288	288	149	136
School Education, General. For Girls ... Middle Schools. Vernacular	1	33	38	32	29	1,963	...	...	1,968
Total	7	242	236	188	441	55,295	16,191	2,721	53,758
PRIMARY SCHOOLS.									
School Education, General. For Boys ... Upper Primary	79	4,256	4,416	3,069	2,492	212,304	1,213	225	212,173
School Education, General. For Boys ... Lower „	164	5,573	4,981	3,481	703	27,407	...	...	27,407
School Education, General. For Girls ... Upper Primary	10	362	328	225	217	12,485	714	138	11,786
School Education, General. For Girls ... Lower „	12	422	419	301	92	4,007	...	...	4,007
Total	265	10,613	10,144	7,076	3,504	56,203	1,927	363	255,373
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special. Training Schools for Masters	...	...	...	...	5	364	...	69	364
School Education, Special. Training Schools for Mistresses	...	...	...	...	2	59	...	...	59
School Education, Special. Schools of Art	...	...	...	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools	...	...	...	...	...	...	...	...	...
School Education, Special. Industrial Schools	...	...	...	...	7	289	58	...	157
School Education, Special. Commercial Schools	...	...	...	...	...	...	...	...	...
School Education, Special. Agricultural Schools	...	...	...	...	...	...	...	...	...
School Education, Special. Other Schools, Reformatory	...	...	...	...	1	62	...	...	62
Total	...	...	...	...	15	774	58	69	642
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	272	10,855	10,379	7,264	3,966	312,986	...	...	...
Private Institutions. 1.—Advanced teaching (*a*) Arabic or Persian	...	...	...	...	...	...	...	...	...
Private Institutions. 1.—Advanced teaching (*b*) Sanskrit	3	57	56	40	3	57	...	57	...
Private Institutions. 1.—Advanced teaching (*c*) Any other Oriental Classic	...	...	...	...	...	...	...	...	...
Private Institutions. 2.—Elementary, teaching a Vernacular only or mainly. For Boys	...	...	...	...	...	...	...	...	...
Private Institutions. 2.—Elementary, teaching a Vernacular only or mainly. „ Girls	...	...	...	...	...	...	...	...	...
Private Institutions. 3.—Elementary, teaching the Koran. For Boys	2	61	50	39	2	61	...	61	...
Private Institutions. 3.—Elementary, teaching the Koran. „ Girls	1	101	96	76	1	101	...	101	...
Private Institutions. 4.—Other Schools not conforming to Departmental Standards. For Boys	...	...	...	...	...	...	...	...	...
Private Institutions. 4.—Other Schools not conforming to Departmental Standards. „ Girls	...	...	...	...	...	...	...	...	...
Total	6	219	202	155	6	219	...	219	...
GRAND TOTAL	278	11,074	10,581	7,419	3,972	313,205	18,890	3,709	309,773

Provinces and Berar for the official year 1911-12.—(Concld.)

Classification of Scholars on the 31st March according to race or creed.									Number of Girls in Boys' Schools.	Number of Boys in Girls' Schools.	Remarks.
		Hindus.									
Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomadans.	Buddhists.	Parsis.	Gonds and other aborigenies.	Others.			
27	28	29	30	31	32	33	34	35	36	37	38
20	7	411	139	29	...	2	...	...	...	...	The 22 pupils in the Victoria College of Science, Nagpur, who come from the Hislop and Morris Colleges have been shown under Aided Colleges also.
...	...	...	...	...	...	...	...	...	...	...	
2	1	61	9	4	...	..	...	...	...	..	
...	...	...	...	...	...	..	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	
...	..	26	3	...	...	...	...	...	...	...	* Training College includes figures for the Secondary Training Department also.
...	...	...	..	...	...	..	...	...	...	...	
22	8	498	151	33	...	2	...	...	...	..	
67	73	1,601	979	328	14	28	2	13	3	...	
188	270	4,775	5,522	1,725	92	30	20	99	14	...	
...	687	4,681	25,498	3,951	578	2	528	1,254	393	..	
21	4	...	...	...	...	...	...		...	...	
138	133	...	3	1	...	9	...	4	...	...	
...	851	211	649	179	57	4	14	3	...	14	
414	2,018	11,268	32,651	6,184	741	73	573	1,373	410	14	
239	820	18,797	147,216	18,188	1,489	24	12,909	12,642	10,836	...	
...	119	1,464	18,833	2,525	28	65	2,480	1,893	855	...	
666	443	2,136	7,345	1,072	365	58	166	234	...	234	
...	86	752	1,984	1,014	11	50	35	75	...	1	
905	1,468	23,149	175,378	22,799	1,873	197	15,590	14,844	11,691	235	
...	9	80	232	41	...	...	...	2	...	...	
...	7	9	38	4	...	...	...	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
†58	205	14	10	...	...	1	...	...	...	...	† The 58 European Scholars in the Industrial School attached to the St. Francis de Sales' School, Nagpur, have also been shown under Vernacular Middle Schools for Boys.
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	
...	1	4	27	11	...	...	8	11	...	...	
58	223	107	307	56	...	1	8	14	...	...	
...	...	...	..	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	Engineering School, Jubbulpore, has been abolished and hence, omitted, but the expenditure on the school has been shown in Table IV.
...	...	57	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	
...	..	...	...	..	...	...	...	..	...	...	
...	...	...	...	61	...	...	...	...	17	...	
...	...	..	...	101	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	
...	...	57	...	162	...	...	...	...	17	...	
1,399	3,717	35,079	2,08,487	29,234	2,614	273	16,171	16,231	12,118	249	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1911-12.

Class of Institutions.		Europeans and Eurasions.	Native Christians.	Hindus.		Mahomadans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
COLLGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	20	7	411	139	29	...	2	...	...
	Female	...	...	...	...	..	...	...	...	...
Oriental	Male	..	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	2	1	61	9	4	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	..	...	...	...	...
Engineering	Male	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	26	3	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	..	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	22	8	498	151	33	...	2	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOL.										
For Boys.										
High Schools	Male	65	73	1,600	979	328	14	28	2	13
	Female	2	...	1	..	...	...	...	...	...
MIDDLE SCHOOLS.										
English	Male	182	263	4,774	5,522	1,725	92	30	29	99
	Female	6	7	1	...	...	...	...	...	...
Vernacular	Male	...	685	4,633	25,180	3,937	575	2	522	1,252
	Female	...	2	48	318	14	3	...	6	2
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	21	4	...	...	...	...	..	..	...
MIDDLE SCHOOLS.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	138	133	..	3	1	...	9	...	4
Vernacular	Male	...	10	1	1	...	...	..	...	2
	Female	...	841	210	648	179	57	4	14	1
	Total	414	2,018	11,268	32,651	6,184	741	73	573	1,373
PRIMARY SCHOOLS.										
For Boys.										
Upper Primary	Male	228	796	18,368	138,962	17,858	1,439	24	11,811	11,582
	Female	11	24	429	8,254	330	39	...	1,098	660
Lower Primary	Male	..	...	119	1,374	18,404	2,363	21	65	2,381	1,825
	Female	..	...	...	90	429	162	7	..	99	63
For Girls.										
Upper Primary	Male	202	...	6	18	2	...	5	...	1
	Female	464	443	2,130	7,327	1,070	365	53	166	233
Lower Primary	Male	...	...	...	...	1	..	...	...	...	...
	Female	...	...	86	752	1,983	1,014	11	50	35	75
	Total	905	1,468	23,149	175,378	22,799	1,873	197	15,590	14,844

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1911-12.—(Concld.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomadans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ...	Male ...	...	9	80	232	41	...	...	...	2
	Female ...	...	7	9	38	4	...	...	...	1
Schools of Art ...	Male ...	...	...	...	...	...	...	..	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	..	...	...	...	...	...	...	...	...
	Female ...	..	...	...	...	...	...	...	...	...
Industrial Schools ...	Male ...	58	161	14	10	...	...	1	...	..
	Female ...	...	45	...	...	...	...	...	...	...
Other Schools	Male ...	...	1	4	27	11	...	...	8	11
	Female ...	..	...	...	...	...	...	...	...	...
Total ...		58	223	107	307	56	...	1	8	14
Total of Colleges and Schools of Public Instruction.		1,399	3,717	35,022	208,487	29,072	2,614	273	16,171	16,231
PRIVATE INSTITUTIONS.										
(1) Advanced Teaching—										
(a) Arabic or Persian...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
(b) Sanskrit ...	Male ...	...	...	57	...	...	...	...	...	...
	Female ...	...	..	...	...	...	...	...	..	...
(c) Any other Oriental classics.	Male ...	...	...	...	...	...	...	..	...	...
	Female ...	...	...	...	...	...	...	...	...	...
(2) Elementary Teaching—A Vernacular only or mainly—										
For Boys	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	..	...	...	...	...	...
	Female ...	...	..	...	...	...	...	...	...	...
(3) Elementary Teaching—the Kuran only—										
For Boys	Male ..	...	...	...	...	44	...	...	...	...
	Female ..	...	...	...	...	118	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—										
For Boys	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...		...	...	57	...	162	...	...	...	...
GRAND TOTAL ...		1,399	3,717	35,079	208,487	29,234	2,614	273	16,171	16,231

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGIATE EDUCATION. English	45,860	...	...	11,546	...	3,404	60,810
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
COLLEGIATE EDUCATION. Law	4,333	...	...	5,584	...	...	9,917
COLLEGIATE EDUCATION. Medicine	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Engineering	...	...	...	...	...	...	...
COLLEGIATE EDUCATION. Training	22,230	...	...	...	...	...	22,230
COLLEGIATE EDUCATION. Agriculture	...	...	...	...	...	...	...
Total	72,423	...	...	17,130	...	3,404	92,957
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	59,617	...	4,285	41,963	119	611	1,06,595
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools English	1,01,859	...	1,544	28,712	7,660	272	1,39,447
SCHOOL EDUCATION, GENERAL. For Boys — Middle Schools Vernacular	5,311	...	...	109	...	...	5,420
SCHOOL EDUCATION, GENERAL. For Girls — High Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools English	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Middle Schools Vernacular	7,309	...	19	...	29	...	7,357
Total	1,74,096	...	5,848	70,784	7,208	883	2,58,819
PRIMARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — Upper	8,157	...	...	334	...	...	8,491
SCHOOL EDUCATION, GENERAL. For Boys — Lower	...	...	...	...	...	...	...
SCHOOL EDUCATION, GENERAL. For Girls — Upper	55,093	...	36	...	119	...	55,248
SCHOOL EDUCATION, GENERAL. For Girls — Lower	19,038	...	...	...	5	...	19,043
Total	82,288	...	36	334	124	...	82,782
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	59,849	...	...	...	...	188	60,037
SCHOOL EDUCATION, SPECIAL. Training Schools for Mistresses	15,628	...	...	...	...	...	15,628
SCHOOL EDUCATION, SPECIAL. Schools of Art	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Law Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Medical Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Engineering and Surveying Schools	4,632	...	...	...	...	...	4,632
SCHOOL EDUCATION, SPECIAL. Industrial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Commercial Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Agricultural Schools	...	...	...	...	...	...	...
SCHOOL EDUCATION, SPECIAL. Other Schools—Reformatory	17,402	...	...	...	...	...	17,402
Total	97,511	...	...	...	...	188	97,699
Buildings	5,972	...	...	...	...	...	5,972
Furniture and apparatus (special grants only)	39,025	...	260	2,882	932	...	43,099
Total	44,997	...	260	2,882	932	...	49,071
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Professional Colleges	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Secondary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Primary Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Medical Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Technical and Industrial Schools	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,71,315	...	6,144	91,130	8,264	4,475	5,81,328

I.—Fractions of a rupee are to be omitted

II.—If the income of any school managed by the Government (or by District or Municipal Board) exceeds the expenditure, school being thus equalised. If in such school the income from fees or other private sources alone exceeds

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub- fees also. The actual receipts from Provincial Revenues and from Local and Municipal Funds should be

IV.—In calculating the expenditure from Provincial Revenues or any other fund all payments or contribution from fees or other they belong.

V.—The expenditure under 'University', 'Direction', 'Inspection', 'Scholarships' and 'Miscellaneous' should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35 and 36.

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 16 to

Provinces and Berar for the official year 1911-12.

Institutions.

Management.

Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	6,514	...	...	...	6,514	5,472	...	7,739	184	...	...	13,395
...	12,524	62,721	...	...	...	75,245	8,327	664	3,057	404	...	...	12,452
...	1,73,664	16,917	...	...	...	1,90,581	5,486	136	1,508	314	...	180	7,624
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,86,188	86,152	...	...	...	2,72,340	19,285	800	12,304	902	...	180	33,471
...	6,69,161	1,16,239	...	...	...	7,85,400	27,266	12,535	841	932	...	4,738	46,312
...	66,939	5,156	...	...	...	72,095	226	532	...	365	...	1,041	2,164
...	283	...	...	...	...	283	1,655	447	824	...	...	...	2,926
...	...	123	...	...	...	123	801	...	...	...	...	...	801
...	7,36,383	1,21,518	...	...	...	8,57,901	29,948	13,514	1,665	1,297	...	5,779	52,203
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2,32,178	49,160	...	...	...	2,81,338	4,490	37	...	344	...	491	5,362
...	18,259	6,019	...	...	...	24,278	16,424	40	1,493	1,364	...	172	19,493
...	2,50,437	55,179	...	...	...	3,05,616	20,914	77	1,493	1,708	...	663	24,855
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	11,73,008 *	2,62,849 †	...	...	...	14,35,857	70,147	14,391	15,462	3,907	...	6,622	1,10,529

N. B.—* *Column* 10.—This Includes Rs. 5,22,379 from Provincial and Imperial special grants.

†*Column* 11.—Includes Rs. 69,436 from Provincial and Imperial special grants.

the return of Government (or District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the expenditure the excess income and the sources from which it is derived should be shown in the column of remarks.

heads of endowments' subscriptions, and other sources, or if the receipts from those sources are insufficient, from the sub-head of shown in full.

sources credited to that fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which

in columns 34 to 40 and not in the preceding columns.

under the head of Scholarships.

The expenditure entered in column 19 should be included in column 37.

22 and not in columns 2 to 8.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.			Public						
			Under Private						
			Aided by Government or by District or Municipal Boards.						
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			23	24	25	26	27	28	29
ARTS COLLEGE.			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English		31,418	...	282	17,746	...	16,372	65,818
	Oriental		...	..	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.									
	Law		...	...	...	...	...	...	...
	Medicine		..	...	...	...	...	...	...
	Engineering		..	...	...	...	...	...	...
	Training		...	...	...	...	...	...	...
	Agriculture		...	...	...	...	...	...	...
		Total	31,418	...	282	17,746	...	16,372	65,818
School Education, General. Secondary Schools.	For Boys — High Schools		33,864	...	515	35,448	2,718	17,047	89,592
	For Boys — Middle Schools — English		41,451	200	1,905	36,652	4,141	26,214	1,10,563
	For Boys — Middle Schools — Vernacular		4,404	...	...	457	5	10,276	15,142
	For Girls — High Schools		3,914	...	...	1,019	690	2,410	8,033
	For Girls — Middle Schools — English		7,155	...	...	4,067	303	9,420	20,945
	For Girls — Middle Schools — Vernacular		6,097	...	498	...	...	9,789	16,384
		Total	96,885	200	2,918	77,643	7,857	75,156	2,60,659
Primary Schools.	For Boys — Upper		22,992	1,127	5,794	12,411	4,160	32,040	78,524
	For Boys — Lower		1,299	5,650	478	3,725	...	623	11,775
	For Girls — Upper		20,170	...	2,545	11,470	1,730	27,401	63,316
	For Girls — Lower		677	...	...	...	257	1,081	2,015
		Total	45,138	6,777	8,817	27,606	6,147	61,145	1,55,630
School Education, Special. Schools for Special Instruction.	Training Schools for Masters		...	...	...	...	...	...	...
	Training Schools for Mistresses		...	...	...	...	..	...	...
	Schools of Art		...	...	...	...	...	...	...
	Law Schools ...		...	...	...	...	...	...	...
	Medical Schools		...	...	...	...	...	...	..
	Engineering and Surveying Schools		...	...	...	...	...	...	...
	Industrial Schools		15,440	...	1,400	...	...	9,702	26,542
	Commercial Schools		...	...	...	...	...	...	...
	Agricultural Schools		...	...	...	...	...	...	...
	Other Schools—Reformatory		...	...	...	...	...	...	...
		Total	15,440	...	1,400	...	...	9,702	26,542
Buildings			11,564	...	81	238	932	23,284	36,099
Furniture and apparatus (special grants only)			3,655	...	...	996	1,084	7,796	13,531
		Total	15,219	...	81	1,234	2,016	31,080	49,630
University			...	...	...	...	...	...	...
Direction			...	...	...	..	...	...	...
Inspection			...	...	...	...	...	...	...
Scholarships held in	Arts Colleges		...	...	...	...	...	...	...
	Medical Colleges		...	...	...	...	...	...	...
	Professional Colleges		...	...	...	...	...	...	...
	Secondary Schools		..	...	..	...	...	...	...
	Primary Schools		...	..	...	...	..	...	...
	Medical Schools		...	...	...	...	...	...	...
	Technical and Industrial Schools		...	...	...	..	...	...	...
	Other special schools		...	...	...	...	...	...	...
Miscellaneous			..	...	...	...	...	...	...
		Total	...	...	...	...	...	...	...
Total Expenditure on Public Instruction			2,04,100	6,977	13,498	1,24,229	16,020	1,93,455	5,58,279

ERAL TABLE IV.

Provinces and Berar for the official year 1911-12.—(Concld.)

Institutions. / Management. / Unaided. Fees.	Unaided. Subscriptions.	Unaided. Endowments and other sources.	Unaided. Total.	Total Expenditure from Provincial Revenues.	Total Expenditure from District Funds.	Total Expenditure from Municipal Funds.	All other sources. Fees.	All other sources. Private.	All other sources. Public.	Grand Total.	Remarks.
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	77,278	...	282	29,292	19,776	...	1,26,628	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	4,333	...	...	5,584	...	...	9,917	
...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	22,230	...	...	...	...	...	22,230	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	1,03,841		282	34,876	19,776	(a)...	1,58,775	(a) Column 39 represents expenditure from Native States revenues.
...	...	...	...	93,481	...	11,314	77,505	28,234	5,472	2,16,096	
21	1,402	2,022	3,445	1,43,310	12,774	66,170	65,789	44,832	8,327	3,41,152	
...	54	1,597	1,651	9,715	1,73,664	16,917	880	13,756	5,486	2,20,418	
(b)...	...	...	...	3,914	...	...	1,019	3,100	...	8,033	(b) The expenditure on the unaided High School for girls has not been furnished.
...	..	...	...	7,155	...	...	4,067	9,723	...	20,945	
	432	...	432	13,406	...	517	...	10,250	...	24,173	
21	1,888	3,619	5,528	2,70,981	1,86,388	94,918	1,49,350	1,09,895	19,285	8,30,817	
2,652	2,518	10,167	15,337	31,149	6,70,288	1,22,033	16,329	66,999	27,266	9,34,064	
3,621	2,239	4,117	9,977	1,299	72,580	5,634	7,711	8,552	226	96,011	
...	...	1,469	1,469	75,263	283	2,581	11,470	31,990	1,655	1,23,242	
...	385	1,129	1,514	19,715	...	123	...	2,857	801	23,496	
6,273	5,142	16,882	28,297	1,27,426	7,43,160	1,30,371	35,510	1,10,398	29,948	11,76,813	
...	...	...	...	50,849	...	...	..	188	...	60,037	
...	...	...	...	15,628	...	...	...	...	...	15,628	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,632	...	...	...	...	...	4,632	
...	...	...	...	15,440	...	1,400	...	9,702	...	26,542	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	17,402	...	...	...	...	...	17,402	
...	...	...	...	1,12,951	...	1,400	...	9,890	...	1,24,241	
276	835	4,563	5,674	17,536	2,32,178	40,241	858	30,142	4,490	3,34,445	
76	422	240	738	42,680	18,259	6,279	5,318	12,179	16,424	1,01,139	
352	1,257	4,803	6,412	60,216	2,50,437	55,520	6,176	42,321	20,914	4,35,584	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	50,962	...	...	..	...	...	50,062	
...	...	...	...	1,92,872	5,348	...	...	664	8,873	2,07,757	
...	...	..	...	13,814	...	...	...	791	180	14,785	
...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	240	...	...	...	...	...	240	
...	...	...	...	24,496	10,805	4,102	1,764	1,275	2,629	45,071	
...	...	...	...	3,993	648	158	...	290	33	5,122	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,389	24	...	...	735	...	2,148	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,01,219	11,161	6,395	56,353	34,434	3,564	2,13,126	
...	...	...	...	3,88,985	27,986	10,655	58,117	38,189	15,279	5,39,211	
6,646	8,287	25,304	40,237	10,64,400	12,07,971	2,93,146	2,84,029	3,30,469	85,426	32,65,441	

Return of the Stages of Instruction of Pupils in Public Schools for General Education in

Class of Schools,		Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage, Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage, Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
				Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.									
For Boys ... Departmental ...	English ...	52	7,613	1,725	1	1,726	5,856	1	5,857
	Vernacular ...	2	210	...	...	...	40	...	40
For Boys ... District Fund ...	English ...	8	466	...	...	...	466	...	466
	Vernacular ...	212	30,636	...	...	...	4,153	4	4,157
For Boys ... Municipal ...	English ...	26	3,129	135	...	135	2,994	...	2,994
	Vernacular ...	14	2,885	...	...	...	350	...	350
For Boys ... Native State ...	English ...	11	582	91	...	91	491	...	491
	Vernacular ...	8	1,652	...	...	...	120	...	120
For Boys ... Aided ...	English ...	45	3,862	1,299	2	1,301	2,530	13	2,543
	Vernacular ...	15	1,774	...	...	...	260	...	260
For Boys ... Unaided ...	English ...	4	183	...	...	...	100	...	100
	Vernacular ...	1	22	...	...	...	22	...	22
For Boys ... Total ...		398	53,014	3,250	3	3,253	17,412	18	17,430
For Girls ... Departmental ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	9	808	...	...	...	...	52	52
For Girls ... District Fund ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
For Girls ... Municipal ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
For Girls ... Native State ...	English ...	...	...	...	...	...	...	...	...
	Vernacular ...	...	...	...	...	...	...	...	...
For Girls ... Aided ...	English ...	13	309	...	28	28	...	281	281
	Vernacular ...	19	1,127	...	...	...	...	191	191
For Girls ... Unaided ...	English ...	1	4	...	4	4	...	...	...
	Vernacular ...	1	33	...	...	...	...	6	6
For Girls ... Total ...		43	2,281	...	32	32	...	530	530
TOTAL SECONDARY SCHOOLS ...		441	55,295	3,250	35	3,285	17,412	548	17,960
PRIMARY SCHOOLS.									
For Boys ... Departmental ...		8	831	...	...	...	...	...	...
For Boys ... District Fund ...		2,293	170,259	...	...	...	810	...	810
For Boys ... Municipal ...		148	23,240	...	...	...	22	...	22
For Boys ... Native State ...		212	21,007	...	...	...	...	...	...
For Boys ... Aided ...		291	14,536	...	...	...	9	...	9
For Boys ... Unaided ...		243	9,829	...	...	...	33	...	33
For Boys ... Total ...		3,195	239,711	...	...	...	874	...	874
For Girls ... Departmental ...		198	11,025	...	...	...	...	...	...
For Girls ... District Fund ...		1	40	...	...	...	...	...	...
For Girls ... Municipal ...		2	84	...	...	...	...	...	...
For Girls ... Native State ...		12	807	...	...	...	...	...	...
For Girls ... Aided ...		74	3,752	...	...	...	...	...	...
For Girls ... Unaided ...		22	784	...	...	...	...	...	...
For Girls ... Total ...		309	16,492	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS ...		3,504	256,203	...	...	...	874	...	874
GRAND TOTAL ...		3,945	311,498	3,250	35	3,285	18,286	548	18,834

NOTE.—The number of girls shown in this table should correspond with the Mixed Schools should be entered as boys' schools or girls'

the Central Provinces and Berar at the end of the official year 1911-12.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,611	2	7,613
32	...	32	105	...	105	33	...	33	210	...	210
...	...	...	...	...	...	...	...	...	466	...	466
4,821	6	4,827	14,328	174	14,502	6,986	164	7,150	30,288	348	30,636
...	...	...	...	...	...	...	...	...	3,129	...	3,129
372	...	372	1,432	9	1,441	709	13	722	2,863	22	2,885
...	...	...	...	...	...	...	...	...	582	...	582
182	...	182	841	9	850	488	12	500	1,631	21	1,652
9	...	9	4	...	4	5	...	5	3,847	15	3,862
183	...	183	872	...	872	457	2	459	1,772	2	1,774
9	...	9	56	...	56	18	...	18	183	...	183
...	...	...	...	...	...	...	...	...	22	...	22
5,608	6	5,614	17,638	192	17,830	8,696	191	8,887	52,604	410	53,014
...	...	...	...	...	...	...	...	...	...	...	...
...	86	86	...	413	413	...	257	257	...	808	808
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	309	309
...	124	124	6	497	503	8	301	309	14	1,113	1,127
...	...	...	...	...	...	...	...	...	...	4	4
...	4	4	...	13	13	...	10	10	...	33	33
...	214	214	6	923	929	8	568	576	14	2,267	2,281
5,608	220	5,828	17,644	1,115	18,759	8,704	759	9,463	52,618	2,677	55,295
125	...	125	516	...	516	190	...	190	831	...	831
23,370	382	23,752	89,424	4,487	93,911	46,809	4,977	51,786	160,413	9,846	170,259
3,767	...	3,767	13,455	25	13,480	5,948	32	5,980	23,192	57	23,249
1,863	59	1,922	10,439	735	11,174	7,230	681	7,911	19,532	1,475	21,007
1,367	8	1,375	8,506	67	8,573	4,405	84	4,579	14,377	159	14,536
426	2	428	4,833	52	4,885	4,383	100	4,483	9,675	154	9,829
30,918	451	31,369	127,173	5,366	132,539	69,055	5,874	74,929	228,020	11,691	239,711
...	605	605	6	5,559	5,565	4	4,851	4,855	10	11,015	11,025
...	1	1	...	16	16	...	23	23	...	40	40
...	...	...	...	12	12	...	72	72	...	84	84
...	66	66	...	427	427	...	314	314	...	807	807
38	384	422	149	1,733	1,882	38	1,410	1,448	225	3,527	3,752
...	17	17	...	242	242	...	525	525	...	784	784
38	1,073	1,111	155	7,989	8,144	42	7,195	7,237	235	16,257	16,492
30,956	1,524	32,480	127,328	13,355	140,683	69,097	13,069	82,166	228,255	27,948	256,203
36,564	1,744	38,308	144,972	14,470	159,442	77,801	13,828	91,629	280,873	30,625	311,498

number returned under Primary and Secondary Schools in General Forms I and III.

schools according as the number of boys or of girls is greater.

Return showing the results of prescribed Examinations in the

Name of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts .. Previous	...	2	...	2	4	...	...	2	6
1. Master of Arts .. Final	...	1	...	1	...	1	...	3	4
2. Bachelor of Arts ...	1	2	...	3	24	67	...	20	111
3. Bachelor of Science ...	2	2	...	4	12	8	...	...	20
4. First B. A. ..	...	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	...	...	...	...	...	...	...	...
4. First Arts Intermediate ...	1	2	...	3	79	109	...	14	202
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ..	...	...	...	...	...	..	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic	...	...	...	...	...	...	...	...	...
Do. Persian	...	..	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ..	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	..	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	..	...	...	...	...	...	..
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Law previous	1	...	...	1	53	...	...	...	53
3. Law final	1	...	...	1	43	...	...	...	43
MEDICINE.									
1. M. D.	...	...	...	...	...	...	...	...	...
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
4. First L. M.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	...	...	...	...	...	...	...	...
5. First L. S.	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

RAL TABLE VI.

Central Provinces and Berar during the official year 1911-12.

Number passed.					Race or creed of passed scholars.								Remarks.
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammedans.	Buddhists.	Parsees.	Others.	
							Brahmins.	Non-Brahmins.					
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	4	...	2	6	2	...	4	...	...	...	...	...	
...	...	...	2	2	...	...	2	...	...	...	...	...	
8	37	...	5	50	...	1	38	7	4	...	...	...	
6	4	...	...	10	...	...	9	1	...	...	...	...	Students studying in the Hislop and Morris Colleges attend the Victoria College of Science, Nagpur, for learning Science. Under institutions Victoria College of Science has been taken into account, but in columns 8 and 12 students have been shown under aided institutions even though they attend the Government Science College.
...	...	...	...	...	...	...	...	...	...	...	...	...	
48	58	...	7	113	1	1	83	20	7	...	1	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
23	...	...	...	23	...	1	16	4	2	...	...	...	
23	...	...	...	23	...	...	19	4	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the results of prescribed Examinations in the

Name of Examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under Public management.	Aided institutions.	Other institutions.	Total.	Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING.									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
TEACHING.									
1. Licentiating in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	16	16	...	32	379	332	...	43	754
Matriculation ... Girls ...	...	4	1	5	...	13	2	...	15
School Leaving Certificate. Boys ...	16	12	...	28	364	320	...	...	684
School Leaving Certificate. Girls ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys ...	104	23	1	128	1,987	375	7	23	2,392
Middle School Examination. Girls ...	1	2	...	3	1	13	...	...	14
High School Scholarship Examination. Boys ...	51	17	...	68	294	96	...	...	390
High School Scholarship Examination. Girls ...	...	6	...	6	...	28	...	...	28
Primary Examination ... Boys ...	2,311	99	47	2,457	21,577	988	249	49	22,863
Primary Examination ... Girls ...	140	36	6	182	510	201	25	3	739
SCHOOL FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	..	...	1	13	...	...	6	19
1. Training School Examination for Masters. Lower ...	73	9	...	82	627	51	...	153	831
2. Training School Examination for Mistresses. Upper ...	3	1	...	4	17	16	...	3	36
2. Training School Examination for Mistresses. Lower ...	2	6	...	8	19	18	...	5	42
3. School of Arts Examination. Boys ...	78	19	...	97	1,362	325	...	81	1,768
3. School of Arts Examination. Girls ...	1	...	...	1	13	...	...	3	16
4. Medical Examination ...	...	...	...	...	...	...	...	...	...
5. Examination—Engineering and Surveying. ...	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	...	...	...	...	...	...

NOTE.—Any other special examination, such as the "Intermediate" or other

(*a*) Includes the University School Final Examination.

Central Provinces and Berar during the official year 1911-12.—(Concld.)

Number passed.					Race or creed of passed scholars.								Remarks.
							Hindus.						
Institutions under Public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammedans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
162	104	...	3	269	5	10	149	89	13	2	1	...	
...	7	...	...	7	7	...	...	...	...	...	...	...	
74	67	...	...	141	...	5	83	41	11	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,300	194	5	9	1,508	6	21	586	706	171	9	3	6	
2	9	...	...	11	...	11	...	...	...	...	...	...	
166	27	...	...	193	5	1	89	73	24	...	...	1	
...	6	...	...	6	6	...	...	...	...	...	...	...	
13,755	636	151	37	14,579	5	115	2,239	9,872	1,223	274	100	751	
384	98	20	...	502	3	45	60	297	26	19	8	44	
7	...	...	1	8	...	...	8	...	...	...	...	...	
190	4	...	17	211	...	...	54	141	14	...	...	2	
3	3	...	...	6	...	3	...	3	...	...	...	...	
2	5	...	1	8	...	5	...	3	...	...	...	...	
662	127	...	33	822	...	9	354	361	80	2	7	9	
6	...	...	1	7	...	...	2	4	...	...	1	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

examinations of the Punjab University may be added to this list.

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.	Expenditure of District Boards					
	In institutions managed by					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total	...	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys... High Schools	...	...	...	...	...	...
For Boys... Middle Schools. English	...	8	466	552	414	...	12,476
For Boys... Middle Schools. Vernacular	...	212	30,636	29,887	21,286	...	1,73,664
For Girls... High Schools	...	...	...	...	...	...	...
For Girls... Middle Schools. English	...	...	...	...	...	...	...
For Girls... Middle Schools. Vernacular	...	...	...	...	...	...	...
Total	...	220	31,102	30,439	21,700	...	1,86,140
PRIMARY SCHOOLS.						
For Boys... Upper	...	1,944	155,251	151,618	107,222	...	6,69,161
For Boys... Lower	...	349	15,008	14,125	11,055	...	66,939
For Girls... Upper	...	1	40	41	19	...	283
For Girls... Lower	...	...	...	...	...	...	...
Total	...	2,294	170,299	165,784	118,296	...	7,36,383
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Art	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools—Reformatory	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	2,32,178
Furniture and apparatus (special grants only)	...	...	...	...	...	...	18,259
Total	...	...	...	...	...	...	2,50,437
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
GRAND TOTAL	...	2,514	201,401	196,223	139,996	...	11,72,960

TABLE No. VII.

on Public Instruction in the Central Provinces and Berar for the official year 1911-12.

District Fund Boards.					In institutions managed by			
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	Total District Fund Expenditure on Public Instruction.
8	9	10	11	12	13	14	15	16
Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	12,476	...	48	200	12,724
...	...	...	...	1,73,664	...	...	...	1,73,664
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	1,86,140	...	48	200	1,86,388
...	...	...	...	6,69,161	...	...	1,127	6,70,288
...	...	...	...	66,939	...	...	5,650	72,589
...	...	...	...	283	...	...	...	283
...	...	...	...	...	...	...	...	...
...	...	...	...	7,36,383	...	...	6,777	7,43,160
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	2,32,178	...	...	...	2,32,178
...	...	...	...	18,259	...	...	...	18,259
...	...	...	...	2,50,437	...	...	...	2,50,437
...	...	...	...	...	...	...	...	5,348
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	10,805
...	...	...	...	...	...	...	...	648
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	24
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	11,161
...	...	...	...	...	...	...	...	27,983
...	...	...	...	11,72,960	...	48	6,977	12,07,971

Return showing the Distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.		Expenditure of Municipa					
		In institutions manage					
		Number of institutions.	Number of schools on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1		17	18	19	20	21	22
						Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education.	English	...	...	...	...	...	...
	Oriental	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
	Law	...	...	...	...	...	...
	Medicine	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...
	Teaching	...	...	...	...	...	...
	Agriculture	..	...	...	...	...	...
	Total	...	...	...	...	...	...
SECONDARY SCHOOLS.							
School Education, General.	For Boys... High Schools	...	2	135	115	100	...	6,514
	For Boys... Middle Schools. English	...	24	2,904	3,126	2,531	...	62,721
	For Boys... Middle Schools. Vernacular	..	14	2,885	2,864	2,128	...	16,917
	For Girls... High Schools	...	...	...	...	...	...	...
	For Girls... Middle Schools. English	..	...	...	...	...	...	...
	For Girls... Middle Schools. Vernacular	..	...	...	...	...	...	...
	Total	...	40	6,014	6,105	4,759	...	86,152
PRIMARY SCHOOLS.							
	For Boys... Upper	...	137	22,587	21,288	15,958	...	1,16,239
	For Boys... Lower	..	11	662	655	479	...	5,156
	For Girls... Upper	..	...	...	...	...	...	...
	For Girls... Lower	...	2	84	77	61	...	123
	Total	...	150	23,333	22,020	16,498	..	1,21,518
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special.	Training Schools for Masters	...	...	...	...	...	...	...
	Training Schools for Mistresses	..	...	...	...	...	...	...
	Schools of Art	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Engineering and Surveying Schools	...	...	...	...	...	...	...
	Industrial Schools	...	...	...	...	...	...	...
	Commercial Schools	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...
	Other Schools—Reformatory	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
Buildings		...	..	...	...	...	...	49,160
Furniture and apparatus (special grants only)		...	...	...	...	...	...	6,019
	Total	...	...	...	...	...	...	55,179
Inspection		...	...	...	...	...	...	...
Scholarships held in	Arts Colleges	...	...	...	...	...	...	...
	Medical Colleges	...	...	...	...	...	...	...
	Professional Colleges	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...
	Technical and Industrial Schools	...	...	...	...	...	...	...
	Other Special Schools	..	...	...	...	...	...	...
Miscellaneous		...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...
	GRAND TOTAL	...	190	29,347	28,125	21,257	...	2,62,849

TABLE No. VII.

Instruction in the Central Provinces and Berar for the official year 1911-12.—(Concld.)

Boards on Public Instruction.										
by Municipal Boards.					In institutions managed by				Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	..	282	282	282	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	282	282	282	
...	...	..	..	6,514	4,285	...	515	11,314	11,314	
48	...	...	...	62,769	1,544	...	1,905	66,170	78,894	
...	...	...	...	16,917	...	...	...	16,917	1,90,581	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	19	...	498	517	517	
48	...	...	..	86,200	5,848	...	2,918	94,918	2,81,306	
...	...	...	...	1,16,239	...	...	5,794	1,22,033	7,92,321	
...	...	...	...	5,156	...	...	478	5,634	78,223	
...	...	...	...	...	36	...	2,545	2,581	2,864	
...	...	..	...	123	...	...	...	123	123	
...	..	...	...	1,21,518	36	...	8,817	1,30,371	8,73,531	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	1,400	1,400	1,400	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...		...	...	...	...	1,400	1,400	1,400	
..	...	...	...	49,160	...	...	81	49,241	2,81,419	
...	...	...	...	6,019	260	...	...	6,279	24,538	
...	...	...	...	55,179	260	...	81	55,520	3,05,957	
...	...	...	...	...	...	...	...	...	5,348	
..	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	4,102	14,907	
...	...	...	...	...	...	...	...	158	806	
...	..	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	24	
...	...	...	...	...	...	...	...	...	...	
..	.	...	...	...	...	..	...	6,395	17,556	
...	...	...	...	...	...	...	...	10,655	38,641	
48	...	...	...	2,62,897	6,144	...	13,498	2,93,146	15,01,117	

EDUCATION—GENERAL TABLE VIII.—(FOR FEMALES.)

Return showing the Attendance and Expenditure in Hostels or Boarding houses for the official year 1911-12.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ..	2	30	...	...	1	29	2,005	...	8,848	...	10,854	
2.—Managed by Local or Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	6	316	...	95	221	...	9,214	...	3,803	13,493	26,510	
4.—Unaided	1	27	...	15	12	...	...	...	168	1,453	161	
Total ...	9	373	...	110	234	29	11,220	...	12,819	14,946	38,985	

EDUCATION—GENERAL TABLE VIII (FOR MALES).

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1911-12.

Class of Hostels or Boarding-houses.	Number of		Number of Boarders who are students of				Expenditure from					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	22	912	87	517	...	308	20,123	...	21,345	4,221	45,689	
2.—Managed by Local or Municipal Boards ...	20	310	...	304	...	6	...	1,177	1,683	322	3,182	
3.—Aided by Government or by Local or Municipal Boards.	12	614	55	284	275	...	7,609	264	11,557	29,676	49,106	
4.—Unaided	14	326	...	230	96	...	1,008	...	3,647	2,088	6,743	
Total ..	68	2,162	142	1,335	371	314	28,740	1,441	38,232	36,307	1,04,720	

NOTE I.—Return of the Boarding Establishments for females should be given separately.

II.—Boarding-houses maintained by Native States should not be included in the return.

GENERAL TABLE No. IX.

Classification by ages.

	Infants.		Primary.				Middle.				High.			Arts Colleges affiliated to Universities.*						Total.
	A.	B.	I.	II.	III.	IV.	I.	II.	III.	IV.	V.	VI.	VII.	I.	II.	III.	IV.	V.	VI.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Below 5 ..	922	4,907	44	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5,874
5 to 6 ..	6,397	19,151	4,600	178	10	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30,336
6 to 7 ..	6,723	21,424	15,898	4,555	220	4	...	...	...	...	...	...	...	...	...	...	...	...	...	48,824
7 to 8 ..	4,265	13,418	17,830	9,173	3,041	69	...	...	...	...	...	...	...	...	...	...	...	...	...	47,796
8 to 9 ...	652	6,478	13,515	9,984	6,358	2,418	33	6	6	...	...	...	...	...	...	...	...	...	...	39,450
9 to 10 ...	289	2,862	9,639	10,136	7,664	6,639	344	17	1	...	...	...	...	...	...	..	..	...	...	37,591
10 to 11 ...	129	404	6,103	6,922	8,331	7,678	1,011	161	12	...	...	...	...	...	...	...	...	...	...	30,751
11 to 12 ...	79	174	2,506	4,663	6,535	7,424	1,546	759	133	6	...	...	...	...	...	...	...	...	...	23,825
12 to 13 ..	55	76	1,005	2,686	4,246	5,553	1,568	1,097	448	55	...	...	...	...	...	...	...	...	...	16,789
13 to 14 ...	4	27	303	1,075	2,272	3,695	1,299	1,114	707	323	46	4	...	...	...	...	...	..	...	10,869
14 to 15 ...	1	14	95	409	1,156	2,060	923	837	627	551	195	33	4	...	...	...	...	...	...	6,905
15 to 16 ...	...	2	72	64	790	976	576	630	456	413	292	148	13	...	...	...	...	...	...	4,432
16 to 17 ...	...	...	20	34	192	514	233	434	336	363	267	238	91	18	...	...	...	...	...	2,740
17 to 18 ..	...	...	9	20	53	192	126	222	177	255	243	270	236	51	...	...	...	...	...	1,854
18 to 19 ...	...	...	5	12	71	103	47	111	108	136	148	161	244	48	29	6	...	...	...	1,229
19 to 20 ...	...	...	5	11	4	38	16	79	37	50	79	104	156	25	56	28	...	...	...	688
Above 20 ..	...	...	24	10	11	32	13	39	22	19	44	55	128	18	108	68	148	3	2	744
Total ...	19,516	68,937	71,673	49,933	40,954	37,395	7,735	5,506	3,079	2,171	1,314	1,913	872	160	193	102	148	3	2	310,697
GRAND TOTAL ..	88,453		199,955				18,482				3,199			608						

* NOTE.—Excluding Training College.
Table IX for European Schools has been separately given.

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(EUROPEAN SCHOOLS.)

Government of India Table IX.—Classification by ages.

Age.	Primary.					Middle Stage.			High Stage.		Totals.
	Lower Primary.			Upper Primary.							
	Infants or preparatory classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
Below 5 ...	28	...	...	...	...	...	...	...	...	...	28
5 to 6 ...	77	...	...	...	...	...	...	...	...	...	77
6 to 7 ...	92	13	1	...	...	...	...	...	...	...	106
7 to 8 ...	82	32	20	...	...	...	...	...	...	...	134
8 to 9 ...	39	48	30	1	...	...	...	...	...	...	118
9 to 10 ...	13	25	43	11	13	...	...	...	...	...	105
10 to 11 ...	10	17	28	43	35	6	...	...	...	...	139
11 to 12 ...	2	9	15	37	42	20	5	6	...	...	136
12 to 13 ...	...	...	17	26	34	32	29	10	...	...	148
13 to 14 ...	...	2	4	14	25	38	28	11	3	...	125
14 to 15 ...	...	1	4	10	12	17	32	23	14	...	113
15 to 16 ...	...	...	...	7	6	11	15	21	17	3	80
16 to 17 ...	...	...	...	...	2	7	7	20	10	2	48
17 to 18 ...	...	...	...	1	...	...	1	8	11	4	25
18 to 19 ...	...	...	...	...	...	...	1	2	7	7	17
19 to 20 ...	...	...	...	...	..	...	1	1	4	1	7
Over 20 ...	...	...	...	...	...	...	...	...	3	...	3
Total ...	343	147	162	150	169	131	119	102	69	17	1,409
GRAND TOTAL...	971					352			86		

GENERAL TABLE No. X.

Number and qualifications of teachers.

	In Primary Schools.						Middle Schools.						High Schools.						Colleges.					Total.
	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Trained ...	149	1,502	196	95	9	75	71	377	76	43	3	4	49	...	...	14	...	...	...	...	...	...	...	2,663
Untrained ...	240	3,188	455	579	260	519	189	649	156	301	23	57	80	...	6	79	...	11	15	...	...	19	...	6,826
Total ...	389	4,690	651	674	269	594	260	1,026	232	344	26	61	129	...	6	93	...	11	15	...	...	19	...	9,489
Possessed of a University degree. ...	...	...	...	4	...	...	8	...	2	8	...	...	61	...	5	50	...	6	15	...	...	19	...	178
No degree ...	389	4,690	651	670	269	594	252	1,026	230	336	26	61	68	...	1	43	...	5	...	...	...	...	...	9,311
Total ...	389	4,690	651	674	269	594	260	1,026	232	344	26	61	129	...	6	93	...	11	15	...	...	19	...	9,489

NOTE.—The two totals will be identical. Figures for "Professional Colleges" and "Schools for Special Training" have not been included in this table.

EDUCATION—SUBSIDIARY TABLE No. II.—(FOR EUROPEANS ONLY).

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1911-12.

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males	...	41,444	16,386	2,880	60,710	4,507	10,191	3,889	42,154	60,741	1,21,451	
Institutions ... For Females	...	21,131	34,788	...	55,919	1,420	8,399	2,438	32,147	44,404	1,00,323	
Total ...	...	62,575	51,174	2,880	1,16,629	5,927	18,590	6,327	74,301	1,05,145	2,21,774	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	34·02	21·99	1·63	57·65	7·02	8·27	2·37	24·70	42·35	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	4·81	95·19	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	28·23	23·07	1·30	52·59	2·67	8·38	2·85	33·50	47·41	100·00	
Average annual cost of educating each pupil—		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions ... Cost of Provincial Revenues ...	...	68 1 9	19 9 7	22 4 2	35 8 10							
Aided Institutions ... Cost of Municipal Funds ...	...	0 3 4	1 13 1	...	1 5 2							
Total ...	...	148 4 6	53 5 8	46 7 3	84 11 2							
Unaided Institutions	...	...	84 9 2	...	84 9 2							
Total ...	...	148 4 6	53 9 4	46 7 3	85 2 1							

EDUCATION—SUBSIDIARY TABLE No. III.—(For Europeans only.)

Return of European Schools and Scholars in the Central Provinces for the year 1911-12.

	Public Institutions.								Grand Total of Public Institutions.	Grand Total of scholars on 31st March 1912.	Number of scholars on 31st March learning			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under private management.															
	Aided by Government, District Fund or Municipal Board.				Unaided.											
	Number of institutions.	Number of scholars on rolls on the 31st March 1912.	Average number on rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on rolls on the 31st March 1912.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
SECONDARY SCHOOLS.																
School Education—General. For Boys High Schools ...	4	65	71	59	...	...	...	...	4	65	65	56	39	2	...	
School Education—General. For Boys Middle „ ...	4	200	192	187	...	...	...	...	4	200	200	200	200	6	...	
School Education—General. For Girls High Schools ...	4	21	17	16	...	...	...	...	4	21	21	21	...	...	...	
School Education—General. For Girls Middle „ ...	6	152	142	124	...	...	...	...	6	152	152	149	...	...	...	
Total ...	18	438	422	386	...	...	...	...	18	438	438	426	239	8	...	
PRIMARY SCHOOLS.																
School Education—General. For Boys ...	4	249	244	235	1	8	7	5	5	257	257	164	174	11	...	
School Education—General. For Girls ...	11	714	704	611	...	...	...	...	11	714	714	138	15	...	212	
Total ..	15	963	948	846	1	8	7	5	16	971	971	302	189	11	212	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools ... Boys ...	1	* (58)	* (62)	* (56)	...	...	...	...	1	* (58)	* (58)	...	...	...	...	* These figures have also been included in Middle Schools for Boys.
Industrial Schools ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions...	34	1,459	1,432	1,288	1	8	7	5	35	1,467	1,467	728	428	19	212	

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEANS ONLY.)

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1911-12.

Class of Institutions.		Europeans and Eurasians.	Native Christians	Hindus.		Muhammedans.	Buddhists.	Parsees.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	—	...	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	...	59	1	1	...	...	2	...	...
	Female	...	2	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	180	3	2	...	...	9	...	...
	Female	...	6	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	21	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	138	...	...	1	...	9	...	4
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	406	4	3	...	1	...	20	...	4
PRIMARY SCHOOL.										
For Boys	Male	...	226	...	3	...	3	...	14	...	...
	Female	...	11	...	...	...	...	...	...	...	...
For Girls	Males	...	202	...	2	...	2	...	5	...	1
	Female	...	461	3	2	...	4	...	25	...	4
	Total	...	903	3	7	...	9	...	44	...	5

×××

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1911-12.

Class of Institutions.		Europeans and Eurasions.	Native Christians.	Hindus.		Muhammedans.	Buddhists.	Parsees.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools	Male	...	...	...	...	...	...	...	...	...
	Female	..	...	.	..	...	...	...	...	...
Schools of Art	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	..	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	..	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	58	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	..	...
Other Schools	Male	...	...	...	...	...	...	...	..	...
	Female	...	...	...	...	...	...	...	...	...
	Total	..	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.		1,367	7	10	...	10	...	64	...	9
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian	Male	...	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...	...
(*b*) Sanskrit	Male	...	...	...	...	...	...	...	...	...
	Female	..	...	...	..	...	...	...	...	...
(*c*) Any other Oriental classics.	Male	..	...	...	...	...	...	...	...	..
	Female	..	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or Mainly.										
For Boys	Male	...	...	...	...	...	...	..	...	..
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...
For Girls	Male	...	...	...	...	..	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental standards—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	..
	Female	...	...	...	...	...	...	...	...	...
TOTAL OF PRIVATE INSTITUTIONS		...	...	...	...	...	...	...	...	...
GRAND TOTAL		1,367	7	10	...	10	...	64	...	9

EDUCATION—SUBSIDIARY TABLE IV.—(For Europeans only.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1911-12.

Object of Expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under private management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2 (a)	2 (b)	2 (c)	2 (d)	2 (e)	3	3 (a)	3 (b)	3 (c)	4	4 (a)	4 (b)	4 (c)	4 (d)	5	6
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SECONDARY SCHOOLS, ENGLISH—																
For Boys ... High Schools ...	8,479	35	3,972	622	4,181	17,289	...	...	...	...	8,479	35	3,972	4,803	17,289	
For Boys ... Middle Schools ...	10,514	52	7,633	883	5,073	24,155	...	...	...	...	10,514	52	7,633	5,956	24,155	
For Girls ... High Schools ...	3,674	...	920	206	2,343	7,143	...	...	...	...	3,674	...	920	2,549	7,143	
For Girls ... Middle Schools ...	6,075	...	4,067	303	3,543	13,988	...	...	...	...	6,075	...	4,067	3,846	13,988	
Total ...	28,742	87	16,592	2,014	15,140	62,575	...	...	...	..	28,742	87	16,592	17,154	62,575	
PRIMARY SCHOOLS.																
For Boys	5,237	600	5,583	578	3,796	15,794	64	...	528	592	5,237	600	5,647	4,902	16,386	
For Girls	13,344	1,123	11,407	540	8,374	34,788	...	...	...	..	13,344	1,123	11,407	8,914	34,788	
Total ...	18,581	1,723	16,990	1,118	12,170	50,582	64	...	528	592	18,581	1,723	17,054	13,816	51,174	
Industrial Schools Boys ...	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	...	1,500	2,880	
Industrial Schools Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Scholarships held in Colleges ... Arts ...	2,023	...	...	...	...	2,023	...	...	...	...	2,023	...	...	...	2,023	
Scholarships held in Colleges ... Professional ...	240	...	...	...	...	240	...	...	...	...	240	...	...	...	240	
Scholarships held in Secondary Schools ...	1,568	...	...	...	...	1,568	...	...	...	...	1,568	...	...	...	1,568	
Scholarships held in Primary ..	2,096	...	...	...	...	2,096	...	...	...	...	2,096	...	...	...	2,096	
Buildings	6,983	...	35	850	10,722	18,590	...	...	...	...	6,983	...	35	11,572	18,590	
Furniture	2,004	...	270	294	3,759	6,327	...	...	...	...	2,004	...	270	4,053	6,327	
Miscellaneous	20,865	...	39,621	13,521	294	74,301	...	...	...	...	20,865	...	39,621	13,815	74,301	
Total ...	35,779	...	39,926	14,665	14,775	1,05,145	...	...	...	...	35,779	...	39,926	29,440	1,05,145	
Total Expenditure on European Institutions ...	84,482	1,810	73,508	17,797	43,585	2,21,182	64	...	528	592	84,482	1,810	73,572	61,910	2,21,774	

EDUCATION—SUBSIDIARY TABLE No. V.—(For Europeans only.)

Return of the Stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1911-12.

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary Middle Stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary Stage.						Total.			Remarks.
												Reading printed books.			Not reading printed books.						
			1			2			3			4			5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys. Aided ... English ...	8	265	63	2	65	194	6	200	...	...	...	..	...	...	..	...	...	257	8	265	
For Boys. Unaided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	8	265	63	2	65	194	6	200	...	...	...	...	...	...	...	...	...	257	8	265	
For Girls. Aided ... English ...	10	173	...	21	21	...	152	152	...	...	...	...	...	...	...	...	..	...	173	173	
For Girls. Unaided ... Vernacular ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	10	173	...	21	21	...	152	152	...	...	...	...	...	...	...	...	...	...	173	173	
Total Secondary Schools ...	18	438	63	23	86	194	158	352	...	...	...	...	...	...	...	...	...	257	181	438	
PRIMARY SCHOOLS.																					
For Boys. Aided	4	249	...	...	...	...	...	...	136	...	136	104	9	113	...	...	...	240	9	249	
For Boys. Unaided	1	8	...	...	...	...	...	...	6	2	8	...	...	...	...	...	...	6	2	8	
Total ...	5	257	...	..	...	...	...	...	142	2	144	104	9	113	...	...	...	246	11	257	
For Girls. Aided	11	714	...	...	...	...	...	...	38	145	183	139	298	437	35	59	94	212	502	714	
For Girls. Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	11	714	...	...	...	...	...	...	38	145	183	139	298	437	35	59	94	212	502	714	
Total Primary Schools ...	16	971	...	...	...	..	...	...	180	147	327	243	307	550	35	59	94	458	513	971	
Grand Total ...	34	1409	63	23	86	194	158	352	180	147	327	243	307	550	35	59	94	715	694	1,409	

Note.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' Schools or Girls' schools according to the number of boys or of girls is greater.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

	Territory.	Population.		Children of school-going age.		1911-12.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7*	8	9	10
	British Territory.									
The Nerbudda Valley.	Saugor ..	276,233	265,177	41,435	39,777	10,570	...	2,503	6,232	1,835
	Damoh ..	168,060	164,987	25,209	24,748	6,480	...	666	5,297	517
	Jubbulpore ...	373,173	372,719	55,976	55,908	18,082	423	2,862	12,620	2,177
	Narsinghpur ...	161,795	163,882	24,269	24,582	9,117	76	1,831	6,037	1,173
	Hoshangabad ...	230,632	226,763	34,595	34,014	12,675	20	3,329	8,340	986
	Total ..	1,209,893	1,193,528	181,484	179,029	56,924	519	11,191	38,526	6,688
	Percentage ..	...	...	...	...	15·78	·19	6·16	21·23	3·73
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	8,279	...	1,520	5,724	1,035
	Betul ...	194,163	196,223	29,124	29,433	4,246	...	935	3,163	148
	Chhindwara ...	255,884	261,064	38,383	39,160	6,954	...	1,132	5,432	390
	Seoni ...	192,642	202,839	28,896	30,426	5,879	...	650	4,673	556
	Balaghat ...	190,469	198,451	28,570	29,768	9,179	...	834	7,744	601
	Mandla ..	200,872	204,362	30,131	30,654	7,277	...	1,518	4,987	772
	Total ..	1,234,795	1,253,245	185,219	187,987	41,814	...	6,589	31,723	3,502
	Percentage ...	...	...	...	...	11·20	...	3·58	17·13	1·86
The Maratha Country.	Wardha ...	231,871	227,925	34,781	34,189	10,841	...	1,516	8,643	682
	Nagpur ...	408,843	401,058	61,326	60,159	19,411	591	4,349	12,410	2,061
	Bhandara ...	380,014	393,663	57,002	59,049	10,038	45	828	8,600	565
	Chanda ..	337,540	340,004	50,631	51,001	9,829	...	1,385	7,909	535
	Total ...	1,358,268	1,362,650	203,740	204,398	50,119	636	8,078	37,562	3,843
	Percentage ...	..	...	...	...	12·28	·15	3·96	18·43	1·88
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	26,550	91	1,485	20,935	4,039
	Bilaspur ..	558,477	587,746	83,771	88,162	21,140	...	2,158	16,316	2,666
	Drug ...	373,159	402,529	55,974	60,379	13,003	...	364	10,034	2,605
	Total ..	1,576,822	1,669,945	236,523	250,492	60,693	91	4,007	47,285	9,310
	Percentage ...	...	...	...	...	12·46	·018	1·69	19·99	3·72

* *N. B.*—Female scholars in the Normal and Industrial Schools have been included in column 7 and omitted in column 10.

Return showing the General and Statistical Summary for the preparation of Maps.—(Concld.)

Territory.		Population.		Children of school-going age		1911-12.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
British Territory.—(Concld.)										
Berar.	Akola ...	400,893	387,970	60,134	58,196	21,885	46	6,537	13,826	1,476
	Amraoti ...	447,216	428,688	67,082	64 303	28,074	196	6,820	19,349	1,709
	Buldana ...	337,179	332,003	50,577	49,800	18,442	...	5,021	12,258	1,163
	Yeotmal ...	365,326	357,887	54,799	53,683	11,206	...	2,162	8,295	749
	Total ...	1,550,614	1,506,548	232,592	225,982	79,607	242	20,540	53,728	5,097
	Percentage ...	...	...	...	...	17·36	·05	8·83	23·09	2·24
Feudatory States.										
Nerbudda Valley.	Hoshanagbad ...	7,530	7,491	1,130	1,124	277	...	...	277	...
	Total ...	7,530	7,491	1,130	1,124	277	...	...	277	...
	Percentage ...	...	...	...	...	12·29	...	...	24·51	...
Chhattisgarh.	Raipur ...	63,010	64,004	9,451	9,600	2,053	...	31	...	366
	Bilaspur ...	594,923	592,751	89,239	88,913	13,499	...	1,146	11,154	1,199
	Drug ..	170,152	183,831	25,523	27,575	8,219	...	1,036	6,445	738
	Total ...	828,085	840,586	124,213	126,088	23,771	...	2,213	19,255	2,303
	Percentage ...	...	...	...	...	9·49	...	1·78	15·50	1·82
	GRAND TOTAL ..	7,766,007	7,833,993	1,164,901	1,175,099	313,205	1,488	52,618	228,356	30,743
	PERCENTAGE ...	...	...	...	...	13·39	·06	4·51	19·60	2·61

Govt. Press, Nagpur :—No. 1108, Dr. of P. I.—11-10-12—400.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR 1912-13

133964

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No. 1488 / VI-10-6.

CENTRAL PROVINCES ADMINISTRATION.

Education Department.

Nagpur, the 2nd December 1913.

READ—

Letter No. 6282, dated the 17th October 1913, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces and Berar for the year 1912-13.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

It was only on the 4th March 1913 that the Chief Commissioner issued a Resolution in which he reviewed the progress of Education and the general policy which has been adopted by this Administration in educational matters for the quinquennium ending with the year 1911-12. It is unnecessary, therefore, to discuss in any detail the present Report dealing with what has been done in the subsequent year, but there are one or two points which may be noticed.

2. Nobody reading the Report can fail to be struck with the repeated mention of what has been effected by the large grants for educational expenditure which have recently been made by the Government of India. It took some time to allocate these grants, to decide on their distribution and to get schemes into working order. The year 1912-13 may be taken as the first in which the effect of these grants has been really appreciably felt and the advance and expansion has been rapid, more especially in the direction of Primary Education. Even now, all the recurring grant available is not being utilised in full, the schemes to which it is to be devoted being still incomplete, and the Report for the current year should bear further testimony to the remarkable development of Education for which the generosity of the Government of India has enabled the Administration to provide. The Chief Commissioner hopes shortly to issue a special Resolution setting forth exactly to what special branches of educational progress these grants have been devoted.

3. The Director of Public Instruction mentions an unfortunate misunderstanding which has arisen as to the Administration's policy in regard to Secondary Education. This policy was briefly formulated in a letter, which was circulated to all Commissioners in July last, and was expressed as follows:—

"As regards the second proposal, I am to explain the policy that this Administration has formulated in respect of meeting demands for the extension of facilities for Secondary Education. Briefly, this policy is as follows: Government establishes a High School at the head-quarters of every district, not with the intention of meeting the entire demand for Secondary Education, but to serve as a model for further schools of which the increasing demand for such education should secure the supply, either through the agency of Local Bodies or of the general public. In a head-quarters town where a Government High School is already in existence and that school cannot admit all the boys seeking admission, the Municipality should start a Middle School to relieve the pressure, which usually falls on the Middle School, and not on the High School, classes of the Government School. Should the demand for admission to the High School classes thereafter increase beyond the capacity of the Government School, the latter should restrict its Middle classes and increase its High classes, while the Municipal School should correspondingly increase its Middle classes. The final stage would be that all Middle teaching would be given in the Aided Municipal School and all High teaching in the Government School. A Municipality may be expected to be capable of maintaining a thoroughly efficient Aided Middle School, but it cannot hope to compete with Government in maintaining a really efficient High

School. And the above policy secures the most effective and economical method of giving a boy the best education that both the Aided Municipal School and the Governmen. School can provide."

An impression seems to have gained ground that this implied the reaching of a point after which Secondary Education was to be restricted. Nothing was, of course, further from the intention of the Administration, and though not expressly stated, the Chief Commissioner thinks that it should have been obvious that, so soon as the point indicated in the progress of English education had been reached, no further restriction would be imposed on the development of the Aided Middle Schools into the required Aided High Schools. When the pressure on the Government High Schools becomes excessive, even for High Department Education alone, the Administration will welcome, and do all it can to aid, local effort to provide more High Schools. By that time the Government model schools will, as the Director of Public Instruction remarks, have discharged their function as expositions of thoroughly efficient higher teaching and the aided institutions will have become more firmly established. At any rate, Sir Benjamin Robertson shares Mr. Wright's hope that this further explanation will now finally dispel any doubts which may have been entertained as to the forward policy of Government in respect of Secondary Education.

4. Among the various uses to which the special grants were put, mention is made of the assistance afforded by them to District Councils in overtaking what Mr. Wright describes as "the almost hopeless arrears of primary school building into which they had fallen." This is a commentary on a state of affairs which has for some time been engaging the Chief Commissioner's attention, the fact being that District Councils in general have allowed their zeal for Education to carry them into a programme of development beyond their means, and in attempting to maintain which they spend much more than they ought to on their schools at the consequent expense and neglect of other branches of administration. Sir Benjamin Robertson hopes shortly to be in a position to make a definite pronouncement on this matter, but meanwhile he would take this opportunity to say that all that is desired is that District Councils should in future maintain financial equilibrium in regard to their educational programmes, their expenditure being restricted to the income which is earmarked and intended for education and not increased at the expense of other objects equally important to the general welfare of the community. Communications, for example, are undoubtedly being neglected and there is probably not a district in the Province in which further expenditure on roads would not be of practical benefit to the public at large. The Chief Commissioner recognizes that District Councils cannot be expected to reduce their programmes suddenly, and it is in no way intended that any school already open should be closed; but where the expenditure exceeds the income that can be legitimately devoted to education, the Councils will have to mark time until their increased resources, to which Sir Benjamin Robertson hopes to be able to contribute by raising the grants from Provincial funds, place them in a position to make a further advance, and their progress must in future be strictly limited to the sum which is properly available for education.

5. The Chief Commissioner has much pleasure in expressing his appreciation of the good work done by the officers of the Department during the year. The expansion which has taken place in every direction and the working out of new schemes for educational development have thrown a heavy burden on the controlling authorities, without whose willing co-operation the record of progress which has been attained would have been impossible. The award of the I. S. O. to Mr. A. P. Mitchell, who retired during the year, was a fitting recognition of his long and meritorious career in the Education Department, and Sir Benjamin Robertson congratulates the Feudatory States on now having secured his services to guide their educational policy.

ORDER.—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also, that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette.*

R. C. H. MOSS KING,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur:—No. 1601, Civil Sectt.—4·12·13—400.

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No. 6282.

FROM

A. G. WRIGHT, ESQ., M. A.,

DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 17th October 1913.

SIR,

I have the honour to submit the Annual Report on the State and Progress of Education in the Central Provinces and Berar for the year 1912-13.

Administration.

2. For eight months of the year Mr. Spence, Principal of the Training College, Jubbulpore, was in charge of the office of Director of Public Instruction owing to my absence on leave. During the year the Department lost two able members, Mr. A. Mitchell by retirement and Mr. Lele by death. The former, whose long and meritorious service was rewarded in December 1912 by the award of the I. S. O., at the hands of His Excellency the Viceroy, is happily still engaged in educational work in the Feudatory States. The latter died in harness, leaving a blank in educational work in Berar that is much felt, and will not easily be filled. Just before the end of the year the post of Assistant Director and Inspector of European Schools came into being.

General remarks.

3. The figures of the year show an increase of 257 schools and 20,982 scholars. The application of the Durbar grant to the extension of Vernacular education is chiefly responsible for the advance, accounting for the opening of 209 schools with about 18,000 pupils.

4. The total expenditure on education rose from Rs. 31,34,472 in 1911-12 to Rs. 36,58,881. The increase was general from all sources, but particularly great from Imperial funds.

5. The percentage of total number of scholars to total population of school-going age has risen from 13·85 to 14·85.

Collegiate education.

6. The number of students undergoing collegiate education rose by 164. It is clear that within another year the number of students seeking admission to colleges will be far greater than the accommodation available, and speedy steps will have to be taken to enlarge the scope of collegiate education. In the Hislop College the staff is being added to, and a Provident Fund for Professors has been sanctioned. The College of Science was affiliated up to the D. Sc. degree, and has taken over the teaching of Science from the Morris College and, in certain subjects,

from the Hislop College. This is the first step towards concentrating Science teaching in one thoroughly equipped and staffed institution. A professor of Physics in the I. E. S. joined the staff in December. The new hostel of the Morris College was opened during the year. The Jubbulpore College increased its numbers. The construction of its new buildings was begun, and steps taken towards beginning that of the new College of Science, but, pending decision as to the future of the colleges in a new University scheme, work has been stopped.

It is encouraging to observe that the reports of all colleges speak of the advance made in college life and interest, and the resultant educative influence exerted on the students. The Jubbulpore and Morris Colleges issued the first numbers of their respective college magazines during the year.

Secondary education.

7. The number of High Schools for boys rose during the year from 28 to 32 and the number of pupils from 2,949 to 3,383.

8. The scheme of having one Model Government High School at each district Head quarters was advanced by the provincialisation of the Bhandara High School, which had formerly been a Municipal institution.

9. From the grant of four lakhs on non-recurring expenditure made in 1911-12 a sum of Rs. 30,000 was earmarked for erecting hostel buildings. During the year under record this sum was spent in constructing hostels for the High Schools at Balaghat and Yeotmal. From the same grant Rs. 45,000 was utilized in providing six schools with Science laboratories on the standard plan. This provision for all High Schools is being completed from later grants, but the account of these does not fall within the year. On the purchase of a site for the Patwardhan High School Rs. 20,000 was spent. A grant of one and half lakhs was made by the Imperial Government for the erection of school and college hostels. The expenditure of this sum was spread over two years, the first being that under record. Part of the money has been allotted to Government schools and part to aided institutions. In all, 12 buildings have been taken in hand, one of which is collegiate. A recurring grant of Rs. 35,000 for the improvement of Aided Anglo-Vernacular Schools was also made by India. It has been decided to use this sum in making certain salary grants, in subsidising the training of teachers in the Training College at Jubbulpore and the School of Art, Bombay, and in establishing a Provident Fund for Teachers in Aided Schools. It was possible to give effect to the first two items at once. The third is still under settlement. The effect of these arrangements will be to enable the aided schools to obtain trained masters in sufficient numbers, and to retain them in their service. The balance of the allotment for the year amounting to some Rs. 27,000 was distributed according to their needs among 27 aided schools to bring their equipment up to a proper standard.

10. During the year the effects of enforcing the secondary policy adopted by the Administration as regards the number of students to be entertained in Government Schools began to be felt. Although fully informed as to the restriction of pupils in these schools, by limits, fixed for the school as a whole by accommodation, and for individual classes by the number of pupils that a master can give efficient instruction to, the public did not grasp the consequences as applicable to their children. Accordingly no serious attempt was made to establish aided schools to meet the growing number of students desiring higher education who could not be accommodated in Government Schools. By the end of the year it was realized that this apathy must result in the deprivation of many boys of secondary education, and in all quarters of the Provinces steps were taken to establish aided schools. The realization of these falls within the history of the current year and need not be dealt with at present. One point, however, requires to be noted. When it was found that the policy of Government rendered the refusal of admission of all comers into Government High Schools necessary, a feeling was aroused that an attempt was being made to narrow the scope of secondary education. The publication of a timely resolution by the Administration supplementing the Resolution of 1911 allayed this fear and ensured the understanding of the policy of aided education. Unfortu-

nately, I find that even this later declaration has in some quarters been misunderstood. In it the Administration recommended that in places where there existed a Government High School which could not accommodate the number of pupils that desired entrance, local effort (generally Municipal, in fact,) should establish a Middle School. If thereafter it was found that the boys proceeding to the High School Department were in excess of the accommodation in the Government School, the number of Middle department classes in that institution would be cut down and replaced by High Department classes, the local Managers at the same time extending their middle school. Thus it would be secured that the possibility of secondary education would be enlarged while at the same time every boy would spend at least three years, and those the years when he was most alive to impression, in the best school, it being taken as axiomatic that the Government School could maintain a higher standard of efficiency as a model school than the aided school with less resources. Where this policy was misunderstood, the argument used against it was, that by pushing the case to a logical conclusion it was still obvious that secondary education was to be restricted. It proceeded thus. Granting the fact that the numbers of pupils seeking English education is increasing each year, and will go on doing so, a point will be reached in most places where the Government School will consist of only High Department classes and the aided school or schools will be conducting all the Middle Department education. Further demand for English education will at this point be checked by the inability of the Government School to accommodate more High Department students, and the restriction of the aided schools to the Middle Department. It is in the last clause that the fallacy lies. If not explicitly stated in the Resolution, it should have been obvious that, when the point indicated in the progress of English education was reached, no barrier would be placed on the development of Aided Middle Schools into Aided High Schools. So soon as the pressure on Government Schools for High Department education becomes excessive, the Administration will welcome the development of the Aided Middle Schools into High Schools. By the time that this becomes necessary, both the aided institutions will have become firmly established, and the Government model schools have discharged their function in the exposition of thoroughly efficient higher teaching. It is to be hoped that these doubts as to the forward policy of Government in the matter of secondary education will be speedily dispersed. They exist, from the nature of the case, only in places where there is a Government School. In other places aided High Schools are already springing up. The truth is, that having depended until now on Government providing all secondary education in provincial institutions, some small portion of the public has not grasped the necessity of the aided school system, and regards with timidity and suspicion its introduction and development.

11. In purely Middle School education there is little to be noted during the year. The number of schools increased by two and their pupils by 516. Several of the voluntary classes attached to Government Anglo-Vernacular schools in Berar were provincialised, greatly to the benefit of their condition and efficiency.

12. Vernacular Middle Schools showed a decline during the year, as the result of eliminating feeble and inefficient institutions. The problem of the future of these schools is now under consideration. The staff, building and equipment of the existing schools were greatly improved during the year by Government grants.

Primary education for boys.

13. The prominent feature of the year has been the expansion of primary education rendered possible by the Durbar grant. 209 new schools were opened.

14. The increase in the number of schools rendered increase in the inspecting staff necessary, and 8 new Deputy Inspectors were appointed, expenditure being met from the same grant.

15. The low pay and unsatisfactory prospects of teachers in primary schools have for some time demanded attention. The incidence of the Durbar

grant permitted a marked improvement in making the service popular. A sum was earmarked for rendering the pay of all masters drawing Rs. 11 and over pensionable. The scheme omits Berar where Board service has for long been pensionable, and the Municipalities in the Central Provinces where it has lately become so. The application of the system is deferred only for necessary preliminaries, and the prospect of a pension at the end of their service instead of being cast adrift without support should have a great effect both in recruiting teachers and retaining their services.

16. At the same time the introduction and finance of a scheme which I proposed in the annual report of 1910-11 for the re-training of teachers has been sanctioned from the grant. Classes for re-training will be opened at Nagpur, Amraoti, and Jubbulpore as soon as the necessary buildings are completed.

17. From the 4 lakhs grant of 1911, sums of Rs. 30,000 to Municipalities and Rs. 45,000 to District Councils were allotted to assist them in overtaking the almost hopeless arrears of primary school building into which they had fallen. The expenditure was spread over the years 1911-12 and 1912-13. The Durbar grant could not be fully utilized on recurring expenditure during the year under record, and an additional grant of 1 lakh was given from that source for the same purpose. These allotments have enabled the local bodies to make a start in removing the burden of construction.

18. There was no change in the internal administration of these schools worthy of note during the period. Several steps in their development and improvement are under consideration, but as they have been set forth in previous reports need not be discussed again until they mature.

19. One point, however, has been once more so clearly demonstrated by the expansion of our vernacular schools that although it has frequently been mentioned before it requires re-stating, that unless we can produce trained teachers at a very much faster rate than we do at present the expansion of vernacular education will be accompanied by its deterioration to a gross extent.

Training of Teachers.

20. The Training College at Jubbulpore is doing excellent work, and the demand for enrolment is already exceeding the accommodation. Expansion will be necessary in the near future.

21. Of the Normal Schools there is nothing to record save that everyone is by this time convinced that the experimental system carried on at Jubbulpore and Nagpur of one year's course has proved a failure. It has had a fair trial, and has succeeded neither in increasing to the extent desired the output of trained teachers, nor in producing a capable type of man.

22. The question of the future of the Normal Schools may therefore be said to be again an open question. It is one, moreover, that is intimately bound up with the development of the Vernacular Middle Schools. I have framed certain proposals on the subject, that I shall place before the Inspectors' Conference in October for discussion, and thereafter submit to the Administration.

23. The non-recurring four lakhs grant from India enabled us to construc a new Normal School at Nagpur, and the old buildings were vacated from the beginning of the year. Additions were financed from the same source to the Marathi Normal School, Amraoti, and the construction of an Urdu Normal School in that town undertaken.

24. From the Durbar grant a recurring sum has been allotted for the re-training of teachers. The course will be of one year's duration, and both trained and untrained teachers in the service will be put through this in order to refresh their knowledge, and correct and enlarge their methods of teaching. There will be three of these classes to begin with, at Amraoti, Nagpur, and Jubbulpore. Building construction has been taken in hand for the classes at Amraoti and Nagpur. At Jubbulpore accommodation is available, and the class will start next year. From the unexpended portions of this allotment it has been found possible to equip the Normal Schools thoroughly.

25. From the four lakhs grant funds were provided for the erection of the Engineering School at Nagpur, an institution that has long been awaited. Building was still in progress at the end of the year, but the school will open about January 1914. Technical and special education.

26. The number of institutions for Indian girls in the British territory increased from 319 to 329 and the number of pupils in the same from 17,079 to 17,653. Female education.

In secondary education the important events of the year were the establishment of the Government Girls' High School at Amraoti, and the raising of two aided Middle Schools to the High School standard and affiliation with the University for Matriculation. This must be regarded as a satisfactory beginning in the higher education of women, where rapid progress is not to be expected.

27. Primary Education has proceeded in a normal way. The plan of offering rewards to Primary Masters of boys' schools in villages where no girls' school exists, that secure a fair attendance of girls in the boys' school has worked well. The number rose by some two thousand during the year, giving a total of eleven thousand.

28. The Durbar grant has enabled mechanism to be provided for the more efficient and thorough control and administration of female education, and a second Inspectress of Schools is being appointed, and two additional Assistant Inspectresses. The grading of Assistant Inspectresses and Lady Superintendents of Normal Schools has been revised and improved. The new Girls' High School at Amraoti is being financed from the same grant.

29. At the end of the year the inspection of European schools by a Joint Inspector for Bombay and these Provinces ceased, and a separate Inspector of European Schools for the Central Provinces and Berar was appointed, the duties being combined with those of Assistant Director of Public Instruction. European Education.

30. The number of pupils under instruction increased by 168, the total increase for the previous 10 years being only 89. Mr. Kilroe, the Inspector of European Schools, in his report has an interesting note on the scope of European education:—

"The total European and Anglo-Indian population (1911) was 10,821. This includes European troops. In order to find the population which send children to European Schools I took the total European and Anglo-Indian female population of 3,491 and doubled it. This will roughly exclude soldiers and Civil Officers, leaving the domiciled community of say 7,000. Calculating the proportion of children in the total Christian population I found that 16 per cent of the total Christian population was between 6 and 12 years of age. Applying that to the 7,000 of the domiciled community there should be about 1,120 children available for school between 6 and 12 The table No. IX shows 848 children between 6 and 12 actually enrolled: so 75 per cent of the available children appear to be at school. Approximately 12 per cent are from 13 to 18 years of age. This gives for the Provinces 840 children, of whom 570 are enrolled or 67 per cent."

31. The quality of staff is improving in the schools. Eleven trained teachers were added during the year.

32. From the four lakhs non-recurring grant, Rs. 15,000 were spent in equipment of European schools and Rs. 20.000 were given as a building grant to the Christ Church School at Jubbulpore. A sum of Rs. 15,000 was put at the disposal of the Anglican Bishop of Nagpur for the erection of a boarding-house for girls in connection with the Bishop's High School, Nagpur. This amount still remains unclaimed. From the one and half lakhs grant for hostels assistance was given to three European schools in the erection of boarders' quarters. From the Durbar grant a sum of Rs. 13,000 was earmarked for recurring expenditure on European education. This is being expended mainly on improving staff.

Muhammadan Education.

33. The total number of Muhammadan pupils in all classes of schools rose during the year from 12,916 to 13,838. A rise in the number under Collegiate education and in High Schools is a most promising sign. Curiously enough it is accompanied by a slight decrease in Berar alone. The number of Muhammadan girls in Primary Schools shows an increase of nearly 700 in the Central Provinces. Building was begun for the Government Muhammadan High School at Amraoti during the year.

Aborigines.

34. The number of aborigines under education appears to have fallen slightly. The unimportant decrease is probably due to imperfect classification.

Feudatory States.

35. The report of the Agency Inspector of Schools shows a generally satisfactory advance. During the year Mr. Stow of the Indian Educational Service was appointed principal of the Raj Kumar College. His services have been lent by the Government of India, and the Administration defrays the cost of his pay and allowances. This grant has been made in addition to that previously paid.

Physical and Moral training.

36. There is nothing of particular note to add to the reports of former years on this subject save that interest in physical exercise is steadily increasing and that the system of compulsory games is working smoothly and with good effect.

Text-book Committee.

37. During the year 292 books were submitted for consideration to my office. Of these I disposed directly of 160, and in the case of 132 obtained a review from a preliminary Reader. Twenty-nine books were sent out to members of the Text-book Committee for consideration. The total number of books of all kinds sanctioned for use was 138.

Students' Advisory Committee.

38. The Committee continued its work with activity during the year. Sixty-eight cases were dealt with in addition to general work.

I have the honour to be,

Sir,

Your most obedient Servant,

A. G. WRIGHT,

Director of Public Instruction,

Central Provinces.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1912-13.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and population.			Institutions and scholars.	Public institutions.							Private institutions.		Grand Total.	Percentage of—	Remarks.
				Collegiate education.		School education, general		School education, special.							
Total area in square miles.	Number of towns and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary schools.	Primary schools.	Training schools.	All other special schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
British Territory ... 99,823 Native States ... 18,112 Total ... 1,17,935	Towns. British Territory 112; Native States 5. Total ... 117	Males. British Territory 6,930,392; Native States 835,615. Total 7,766,007	Institutions. For males.	4	2	389	3,471	6	8	3,880	7	2	3,889	8·58 Institutions to No. of towns and villages.*	
			For females.	...	...	41	322	2	...	365	..	1	366	·80	
			Total ...	4	2	430	3,793	8	8	4,245	7	3	4,255	9·39	
	Villages. British Territory 39,005; Native States 6,188. Total ... 45,193	Females. British Territory 6,985,916; Native States 8,48,077. Total ... 7,833,993	Scholars. Males	705	173	51,948	248,439	470	342	302,077	150	43	3,02,270	25·94 Male scholars to male population of school-going age†.	
			Females.	...	...	2,455	30,339	60	48	32,854	4	120	32,978	2·89 Female scholars to female population of school-going age‡.	
	GRAND TOTAL ... 45,310	GRAND TOTAL ... 15,500,000	Total ...	705	173	54,403	278,778	530	342	334,931	154	163	335,248	14·32	

NOTE.—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1901 should be utilized, subject to the modifications enumerated below.

* A Town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.							
	Collegiate Education.		School Education. General.			School Education Special.		
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	Total.
1	2	3	4	5	6	7	8	9
1. Institutions ... For Males ...	1,59,228	38,429	8,44,071	10,10,399	91,588	71,864	36,716	22,52,295
For Females ...	...	...	51,228	1,33,532	24,541	16,780	...	2,26,081
Total ...	1,59,228	38,429	8,95,299	11,43,931	1,16,129	88,644	36,716	24,78,376
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	8·14	2·47	20·38	9·88	1·66	7·87	2·56	52·54
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	14·19	50·66	4·60	...	...	69·48
(*c*) Percentages* of Municipal expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	26·65	38·85	1·49	...	·35	67·35
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	4·20	1·01	23·63	30·20	3·06	2·34	·99	65·43
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution, Cost to Provincial Revenues	212 4 7	604 8 4	14 0 8	7 5 9	7 6 5	164 12 9	317 6 9	18 4 5
Cost to District and Municipal Funds ...	...	...	0 8 4	0 0 1	...	..	...	0 4 5
Total Cost ..	287 1 8	604 8 4	27 13 11	7 6 5	7 6 9	165 1 2	317 6 9	24 2 1
District Fund Schools‡ ... Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	6 8 7	4 3 11	3 6 4	...	...	4 8 1
Total Cost ...	...	...	6 8 7	4 3 11	3 6 4	...	...	4 8 1
Municipal Schools‡ ... Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to Municipal Funds...	...	...	15 1 2	5 13 3	6 13 5	...	...	7 12 4
Total Cost ...	...	...	15 1 2	5 13 3	6 13 5	...	...	7 12 4
Institutions in Feudatory States. Cost to Native State Revenues.	...	...	27 14 8	1 5 8	0 13 5	...	...	2 10 5
Cost to District and Municipal Funds.	...	...	1 11 11	0 15 1	0 3 7	...	...	0 14 6
Total Cost ...	...	...	30 13 5	2 9 1	1 8 10	...	...	3 14 6
Aided Institutions ... Cost to Provincial Revenues.	92 6 5	32 8 3	15 7 9	3 9 0	0 6 4	...	51 2 2	8 0 11
Cost to District and Municipal Funds.	...	...	0 8 4	1 8 0	0 8 3	...	4 12 4	1 1 8
Total Cost ..	191 9 0	106 0 1	41 11 11	12 1 1	4 0 1	...	72 1 6	22 0 9
Unaided Institutions ... Total Cost ...	...	...	47 2 5	4 6 8	2 15 5	...	31 9 3	5 1 2
All Institutions ... Cost to Provincial Revenues.	139 3 7	184 3 1	4 7 5	0 7 10	0 9 9	164 12 9	88 10 9	1 14 8
Cost to District and Municipal Funds.	...	...	5 7 3	3 9 2	2 3 4	...	3 12 7	3 12 9
Total Cost ...	229 6 11	232 14 5	16 8 4	4 12 8	3 11 1	165 1 1	107 0 8	7 1 1

TABLE II.

Central Provinces and Berar for the official year 1912-13.

Total Indirect Expenditure on Public Instruction. §								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
...	46,497	1,99,879	67,781	5,54,920	1,25,233	1,99,735	11,94,045	34,46,340	
...	...	27,220	5,192	28,198	12,291	42,489	1,15,390	3,41,471	
...	46,497	2,27,099	72,973	5,83,118	1,37,524	2,42,224	13,09 435	37,87,811	
...	3·91	17·87	4·45	5·65	7·58	7·97	47·46	100·00	
...	...	·37	·53	26·06	1·94	1·60	30·52	10 0·00	
...	...	..	1·53	27 07	1·63	2·40	32·65	100·00	
...	1·22	5·96	1·90	15·39	3·63	6·39	34·57	100·00	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35 and 36, respectively, of General Table IV.

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.

‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.

§ Fraction of a rupee should be omitted except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public					
					Under Public	
	Managed by Government.				Managed by District or	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
ARTS COLLEGES.						
COLLEGIATE EDUCATION. English	2	263	271	240	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	1	50	42	47	...	...
Agriculture	...	...	..	...	...	...
Total	3	313	313	287	...	...
SECONDARY SCHOOLS.						
SCHOOL EDUCATION, GENERAL. For Boys.. High Schools	15	1,042	1,034	1,641	2	141
For Boys.. Middle Schools English	39	6,388	6,739	5,936	32	3,402
For Boys.. Middle Schools Vernacular	2	210	212	171	215	33,050
For Girls. High Schools	1	...	...	...	...	...
For Girls. Middle Schools English	1	9	9	9	..	...
For Girls. Middle Schools Vernacular	7	714	715	527	...	...
Total	65	9,263	9,600	8,284	249	36,593
PRIMARY SCHOOLS.						
For Boys. Upper Primary	12	1,102	1,095	837	2,245	1,93,106
For Boys. Lower ,,	...	...	...	...	449	19,724
For Girls. Upper Primary	145	8,683	8,521	5,850	3	149
For Girls. Lower ,,	56	2,494	2,306	1,681	...	..
Total	213	12,279	11,922	8,377	2,697	2,12,979
SCHOOLS FOR SPECIAL INSTRUCTION.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters...	6	470	474	448	...	...
Training Schools for Mistresses	2	60	63	54	...	...
Schools of Arts	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...
Engineering and Surveying Schools	..	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...
Other Schools, Reformatory ...	1	56	52	50	...	...
Total	9	586	589	552	...	...
Total of Colleges and Schools of Public Instruction..	290	22,441	22,433	17,500	2,946	2,49,572

I.—For the purposes of columns 24, 25 and 26, the language through which instruction is imparted should be adopted as the basis of classification form part of their curriculum. The term classical language in column 25 includes European and Oriental classical languages.
II.—Mixed schools should be shown as 'boys' schools' or as 'girls' schools' according as the number of boys or of girls is greater.
III.—Where boys and girls attend the same school the number of girls in boys' schools and the number of boys in girls' schools should be shewn in
IV.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 10 to 13 and not in

RAL TABLE III.

Provinces and Berar for the official year 1912-13.

Institutions.									
Management.						Under Private Management.			
Municipal Boards.		Maintained by Native States.				Aided by Government or by District Municipal Boards.			
Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	442	423	354
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	123	123	98
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	3	565	546	452
116	99	3	109	102	82	18	1,351	1,360	1,166
3,545	2,923	8	492	513	395	28	2,706	2,618	2,238
32,507	24,434	6	622	589	410	13	1,592	1,573	1,246
...	...	...	...	...	...	4	27	22	20
...	...	...	...	...	...	10	278	278	253
...	...	...	...	...	...	16	1,051	1,055	862
36,168	27,456	17	1,223	1,204	887	89	7,005	6,906	5,785
1,87,622	1,37,486	197	20,559	19,836	14,111	136	10,028	9,817	7,519
17,246	13,118	41	2,434	1,993	1,336	181	5,244	5,042	4,001
133	91	11	743	702	489	61	3,604	3,429	2,509
...	...	3	150	134	103	15	457	470	297
2,05,001	1,50,695	252	23,886	22,665	16,039	393	19,333	18,758	14,326
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	266	272	238
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	266	272	238
2,41,169	1,78,151	269	25,109	23,869	16,926	491	27,169	26,482	20,807

for Colleges or Departments of Colleges for professional training and such special schools where the study of English or a Classical or Vernacular language does not

columns 35 and 36, respectively.
columns 2 to 5.

Return of Colleges, Schools and Scholars in the Central

Class of Institutions.	Public Institution.—*Concld.* Under Private Management.—(*Concld.*) Unaided. Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Grand Total of Public Institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st March learning English.	A Classical language.	A Vernacular language.
1	18	19	20	21	22	23	24	25	26
ARTS COLLEGES.									
COLLEGIATE EDUCATION. English	...	...	...	...	4	705	705	388	...
Oriental	...	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Law	...	...	...	...	1	123	123	...	...
Medicine	...	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	..	...	...	...	...
Teaching	...	...	...	...	1	50	50	50	...
Agriculture	...	...	...	...	...	...	...	...	...
Total ...	...	...	..	...	6	878	878	438	..
SECONDARY SCHOOLS									
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools ...	1	11	11	10	39	3,554	3,554	2,044	1,682
Middle Schools. English ...	6	270	257	195	113	13,267	13,250	970	12,940
Middle Schools. Vernacular	1	12	12	12	237	35,486	60	...	35,486
For Girls ... High Schools ...	2	17	17	13	7	44	44	27	17
Middle Schools. English ...	...	...	...	...	11	287	270	149	125
Middle Schools. Vernacular	...	...	...	...	23	1,765	19	..	1,765
Total ...	10	319	297	230	430	54,403	17,197	3,190	52,015
PRIMARY SCHOOLS.									
For Boys ... Upper Primary ...	97	5,034	5,746	3,871	2,687	2,29,829	1,581	173	2,29,555
Lower ,, ...	113	4,175	3,645	2,757	784	31,577	...	..	31,577
For Girls ... Upper Primary ...	12	462	377	250	232	13,641	746	146	12,932
Lower ,, ...	16	630	601	405	90	3,731	...	...	3,731
Total ...	238	10,301	10,369	7,283	3,703	2,78,778	2,327	319	2,76,895
SCHOOLS FOR SPECIAL INSTRUCTION.									
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters ...	...	...	...	...	6	470	...	89	470
Training Schools for Mistresses ...	...	...	...	...	2	60	...	..	60
Schools of Art	...	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	..	..	...	...	..
Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
Industrial Schools	1	20	19	19	7	286	21	...	147
Commercial Schools ...	..	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...	...
Other Schools, Reformatory ...	...	...	...	...	1	56	..	...	56
Total ...	1	20	19	19	16	872	21	89	733
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	249	10,640	10,685	7,532	4,245	3,34,931	...	...	...
PRIVATE INSTITUTIONS. 1.—Advanced teaching—									
(*a*) Arabic or Persian	3	63	60	49	3	63	...	63	...
(*b*) Sanskrit	4	91	90	72	4	91	...	91	...
(*c*) Any other Oriental Classic ..	...	..	...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly For Boys ...	...	...	...	...	.	...	...	...	...
,, Girls ..	...	...	...	...	...	...	...	..	...
3.—Elementary, teaching the Koran. For Boys ..	2	60	51	41	2	60	...	...	60
,, Girls...	1	103	99	74	1	103	...	...	103
4.—Other Schools not conforming to Departmental Standards. For Boys .	...	...	...	...	...	...	...	...	...
,, Girls ..	...	...	...	...	.	...	...	...	...
Total ...	10	317	300	236	10	317	...	154	163
GRAND TOTAL ...	259	10,957	10,985	7,768	4,255	3,35,248	20,423	4,190	3,29,806

Provinces and Berar for the official year 1912-13.—(Concld.)

Classification of Scholars on the 31st March according to race or creed.									Number of Girls in Boys' Schools.	Number of Boys in Girls' School.	Remarks.
		Hindus.									
Europeans and Eurasians.	Native Christians.	Brahmans.	Non-Brahmans.	Mahomadans.	Buddhists.	Parsis.	Gonds.	Others.			
27	28	29	30	31	32	33	34	35	36	37	38
9	19	504	123	41	3	6	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
1	1	91	24	6	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	6	33	9	2		...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
10	26	628	156	49	3	6	...	...	...	...	
9	127	1,778	1,159	383	71	21	4	2	7	...	
211	281	4,898	5,912	1,743	100	22	44	56	12	...	
...	641	4,461	25,726	3,165	239	1	402	851	418	...	
27	16	...	...	...	..	1	...	...	...	...	
141	127	5	7	2	...	5	...	...	...	...	
...	769	254	608	119	6	...	9	...	...	78	
388	1,961	11,396	33,412	5,412	416	50	459	909	437	78	
343	961	19,623	1,60,845	10,622	1,109	43	12,123	15,070	12,446	...	
...	95	1,627	22,854	2,378	227	65	3,083	1,248	780	...	
705	540	2,395	8,277	1,243	51	30	129	272	...	251	
...	98	783	1,626	1,096	21	50	26	31	...	8	
1,048	1,694	24,428	1,93,602	21,339	1,497	188	15,361	16,621	13,226	259	
...	13	106	274	70	4	...	2	1	...	...	
...	6	10	40	4	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	
77	189	11	7	2	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	.	
...	3	5	22	10	...	...	7	9	..	...	
77	211	132	343	86	4	...	9	10	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	..	63	...	...	...	...	4	...	
...	...	91	...	...	...	...	...	...	...	...	
...	.	...	...	..	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	..	17	...	
..	...	...	...	69	...	...	...	...	...	...	
...	...	...	...	103	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	..	...	...	...	...	...	...	
...	...	91	...	226	...	...	...	...	21	...	
1,523	3,892	36,675	2,27,513	30,112	1,920	244	15,829	17,540	13,684	337	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1912-13.

Class and institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	9	19	504	123	41	3	6	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	+	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	1	1	91	24	6	...	...	...	..
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	6	33	9	2	...	...	...	...
	Female	...	...	...	...	...	...	..	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...
	Total	10	26	628	156	49	3	6	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	4	127	1,776	1,159	383	71	21	4	2
	Female	5	...	2	...	...	...	...	...	...
Middle Schools—										
English	Male	203	278	4,897	5,912	1,743	100	22	44	56
	Female	8	3	1	...	...	...	...	...	...
Vernacular	Male	...	641	4,403	25,411	3,149	232	1	384	847
	Female	...	...	58	315	16	7	...	18	4
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	27	16	...	...	...	...	1	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	141	127	5	7	2	...	5	...	...
Vernacular	Male	...	77	1	...	...	...	...	...	...
	Female	...	692	253	608	119	6	...	9	...
	Total	388	1,961	11,396	33,412	5,412	416	50	459	909

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1912-13.—(Contd.)

Class and institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL.—(*Contd.*)										
PRIMARY SCHOOLS.										
For Boys.										
Upper	Male	293	896	18,738	1,52,033	19,295	1,192	43	10,871	14,022
	Female	50	65	885	8,812	327	7	...	1,252	1,048
Lower	Male	...	93	1,572	22,402	2,273	225	65	2,993	1,174
	Female	...	2	55	452	105	2	...	90	74
For Girls.										
Upper	Male	225	10	2	11	1	...	2	...	...
	Female	480	530	2,393	8,266	1,242	50	28	129	272
Lower	Male	...	...	...	...	8	...	...	...	...
	Female	...	98	783	1,625	1,088	21	50	26	31
	Total	1,048	1,694	24,428	1,93,602	24,339	1,497	188	15,361	16,621
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools	Male	...	13	106	274	70	4	...	2	1
	Female	...	6	10	40	4	...	...	...	...
Schools of Art	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...		...	...	...	..	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	..	...	...	...	...	...	...	...
Engineering and Surveying Schools	Male	...	.	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	77	189	11	7	2	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools—Reformatory	Male	...	3	5	22	10	...	...	7	9
	Female	...	...	...	...	...	...	...	...	...
	Total	77	211	132	343	86	4	...	9	10
Total of Colleges and Schools of Public Instruction.		1,523	3,892	36,584	2,27,513	29,886	1,920	244	15,829	17,540

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed for the official year 1912-13.—(Concld.)

Class and Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.—(*Concld.*)										
PRIVATE INSTITUTIONS.										
1. Advanced Teaching.—										
(*a*) Arabic or Persian	Male	...	...	...	...	59	...	...	...	...
	Female	...	...	...	...	4	...	...	...	...
(*b*) Sanskrit	Male	...	..	91	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics.	Male	...	...	...	...	...	...	...	...	...
	Female	..	...	...	...	...	...	...	...	...
2. Elementary Teaching—A. Vernacular only or Mainly.—										
For Boys	Male	...	...	...	...	...	..	...	...	...
	Female	...	...	...	...	...	...	..	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
3.—Elementary Teaching—the Koran only—										
For Boys	Male	...	...	...	...	43	...	...	...	...
	Female	...	...	...	...	17	...	...	...	...
For Girls	Male	...	...	...	...	...	...	...	...	...
	Female		...	...	...	103	...	...	...	...
Other schools not conforming to Departmental Standards.—										
For Boys	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls	Male	...	...	...	...	..	...	...	...	...
	Female	...	..	...	...	...	...	...	...	...
Total of Private Institutions		...	...	91	...	226	...	...	...	...
GRAND TOTAL		1,523	3,892	36,675	2,27,513	30,112	1,920	244	15,829	17,540

TABLE IV.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Public						
	Managed by Government.						
	Provincial Revenue.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	2	3	4	5	6	7	8
COLLEGIATE EDUCATION.							
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
English	57,530	...	...	17,024	...	3,642	78,196
Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...
Teaching	25,390	...	...	...	...	..	25,390
Agriculture	...	...	...	...	...	...	...
Total ...	82,920	...	...	17,024	...	3,642	1,03,586
SCHOOL EDUCATION, GENERAL.							
SECONDARY SCHOOLS.							
For Boys ... High Schools ...	41,210	...	2,624	64,943	28	1,057	1,09,062
For Boys ... Middle Schools ... English ...	83,679	20	2,383	54,432	6,217	998	1,47,729
For Boys ... Middle Schools ... Vernacular ...	5,332	...	...	118	...	...	5,450
For Girls ... High Schools ...	...	...	...	...	...	...	...
For Girls ... Middle Schools ... English ...	...	...	...	...	..	...	...
For Girls ... Middle Schools ... Vernacular ...	4,734	...	19	...	14	...	4,767
Total ...	1,34,955	20	5,026	1,19,493	6,259	2,055	2,67,808
PRIMARY SCHOOLS.							
For Boys ... Upper ...	10,820	...	...	388	...	525	11,733
For Boys ... Lower ...	...	...	...	...	...	...	...
For Girls ... Upper ...	59,264	...	31	...	85	51	59,431
For Girls ... Lower ...	17,076	...	...	...	...	47	17,126
Total ...	871,60	...	31	388	85	623	88,287
SCHOOL EDUCATION, SPECIAL.							
SCHOOLS FOR SPECIAL INSTRUCTION.							
Training Schools for Masters ...	71,716	...	...	13	74	61	71,864
Training Schools for Mistresses ...	16,780	...	...	...	...	...	16,780
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	..	...	..	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	...	...	...	...	...	...	...
Industrial Schools ...	...	...	...	...	...	...	...
Commercial Schools ...	..	...	...	...	...	..	...
Agricultural Schools ...	...	...	...	...	...	...	..
Other Schools—Reformatory ...	16,506	...	...	...	...	...	16,506
Total ...	1,05,002	...	...	13	74	61	1,05,150
Buildings	8,223*	...	...	...	...	...	8,223
Furniture and apparatus (special grants only) ...	46,488	...	25	496	727	...	47,736
Total ...	54,711	...	25	496	727	...	55,959
University	...	...	...	...	...	...	...
Direction	..	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN							
Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools ...	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	..
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	4,64,748	20	5,082	1,37,414	7,145	6,381	6,20,790

* Excluding Rs. 1,57,550 spent from the Government of India's grants through the Public Works Department.

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school managed by the Government (or by District or Municipal Board) exceeds the expenditure, the being thus equalized. If in such school the income from fees or other private sources alone exceeds expenditure,

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub-heads The actual receipts from Provincial Revenues and from Local and Municipal Funds should be shown in full.

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contribution from fees or which they belong.

V.—The expenditure under 'University', 'Direction', 'Inspection', 'Scholarships' and Miscellaneous should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools.

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in

RAL TABLE IV.

Provinces and Berar for the official year 1912-13.

institutions.

Management.

Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	..	7,482	...	...	...	7,482	16,132	...	...	815	...	...	16,947
...	12,736	64,664	...	...	...	77,400	13,092	407	1,158	572	...	...	15,229
...	1,84,189	18,980	...	...	...	2,03,169	4,388	...	538	19	...	11	4,956
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	1,96,925	91,126	...	...	...	2,88,051	33,612	407	1,696	1,406	...	11	37,132
...	7,02,069	1,30,162	...	...	...	8,32,231	25,118	17,098	1,983	1,005	...	4,408	47,617
...	56,317	4,645	...	...	...	60,962	1,188	454	...	358	...	737	2,737
...	240	511	...	...	...	751	2,778	461	...	...	...	...	3,239
...	...	...	...	...	...	...	606	...	...	...	...	16	622
...	7,58,626	1,35,318	...	...	...	8,93,944	29,690	18,013	1,983	1,363	...	5,161	56,210
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,61,847	1,00,152	...	...	...	4,61,999	5,625	1,054	...	185	76	2,470	9,410
...	27,048	6,010	...	...	...	33,058	3,608	...	545	723	...	360	5,236
...	3,88,895	1,06,162	...	...	...	4,95,057	9,233	1,054	545	908	76	2,830	14,646
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	13,44,446	3,32,606	...	...	...	16,77,052	72,535	19,474	4,224	3,677	76	8,002	1,07,988

return of Government (or District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the school the excess income and the sources from which it is derived should be shown in the column of remarks.
of endowments, subscriptions and other sources; or, if the receipts from those sources are insufficient, from the sub-head of fees also.

other sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to

in columns 34 to 40 and not in the preceding columns.
not under the head of Scholarships.
and 36. The expenditure entered in column 19 should be included in column 37.
columns 16 to 22 and not in columns 2 to 8.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
COLLEGIATE EDUCATION. English	39,093	...	...	24,151	...	17,788	81,032
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	4,000	...	...	9,039	...	...	13,039
Engineering	...	...	...	...	...	...	...
Teaching	...	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...	...
Total	43,093	...	...	33,190	...	17,788	94,071
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	41,660	...	600	41,381	6,574	18,984	1,09,199
For Boys — Middle Schools — English	43,878	200	1,240	40,389	4,039	30,200	1,19,946
For Boys — Middle Schools — Vernacular	4,065	...	...	369	...	11,405	15,839
For Girls — High Schools	3,204	...	...	1,308	187	1,546	6,245
For Girls — Middle Schools — English	9,134	...	...	5,767	2,420	4,514	21,835
For Girls — Middle Schools — Vernacular	5,028	...	590	21	...	9,601	15,240
Total	1,06,969	200	2,430	89,235	13,220	76,250	2,88,304
PRIMARY SCHOOLS.							
For Boys — Upper	26 858	1,209	10,214	14,766	2 941	36,569	92,557
For Boys — Lower	1,129	7,666	808	3,319	...	5 351	18,273
For Girls — Upper	20,373	...	2,776	11,714	1,438	31,031	67,332
For Girls — Lower	1,076	...	80	...	678	1,990	3,824
Total	49,436	8,875	13,878	29,799	5,057	74,941	1,81,986
SCHOOLS FOR SPECIAL IN STRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	13,910	...	1,300	...	...	4,400	19,610
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools—Reformatory	...	...	...	...	...	...	...
Total	13,910	...	1,300	...	...	4,400	19,610
Buildings	58,924	...	...	1,977	505	33,875	95,281
Furniture and apparatus (special grants only)	43,487	...	...	7	843	6,096	50,433
Total	1,02,411	...	...	1,984	1,348	39,971	1,45,714
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	3,15,819	9,075	17,608	1,54,208	19,525	2,13,350	7,29,685

Provinces and Berar for the official year 1912-13.—(Concld.)

Institutions.				Total Expediture from							Remarks.
Management.											
Unaided.											
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	All other sources.		Grand Total.	
								Private.	Public		
30	31	32	33	34	35	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	96,623	...	...	41,175	21,430	...	1,59,228	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	4,000	...	...	9,039	...	...	13,039	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	25,390	...	..	..	...	...	25,390	...
...	...	...	...	1,26,013	...	...	50,214	21,430	...	1,97,657	...
...	1,116	2,000	3,116	82,870	...	10,706	1,07,139	29,759	16,132	2,46,606	...
722	1,474	3,949	6,145	1,27,557	12,956	68,287	96,115	48,442	13,092	3,66,449	...
...	...	1,602	1,602	9,397	1,84,189	18,980	506	13,556	4,388	2,31,016	...
282	2,818	41	3,141	3,204	...	...	1,590	4,592	...	9,386	...
...	...	...	...	9,134	...	...	5,767	6,934	...	21,835	...
...	...	...	...	9,762	...	609	21	9,615	...	20,007	...
1,004	5,408	7,592	14,004	2,41,924	1,97,145	98,582	2,11,138	1,12,898	33,612	8,95,299	...
3,395	4,064	16,807	24,266	37,678	7,03,278	1,40,376	19,554	84,395	25,118	10,10,399	...
3,653	349	5,614	9,616	1,129	63,983	5,453	7,330	12,505	1,188	91,588	...
..	1,447	1,332	2,779	79,637	240	3,318	11,714	35,845	2,778	1,33,532	...
207	787	1,983	2,972	18,152	...	80	207	5,496	606	24,541	...
7,255	6,642	25,736	39,633	1,36,596	7,67,501	1,49,227	38,805	1,38,241	29,690	12,60,060	...
...	...	...	...	71,716	...	...	13	135	...	71,864	...
..	...	...	...	16,780	...	...	...	...	...	16,780	...
...	...		...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	600	600	13,910	...	1,300	...	5,000	...	20,210	...
...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	16,506	...	...	...	...	...	16,506	...
...	...	600	600	1,18,912	...	1,300	13	5,135	...	1,25,360	...
122	320	7,763	8,205	67,147	3,61,847	1,00,152	2,284	46,063	5,625	5,83,118	...
...	342	719	1,061	89,975	27,048	6,035	1,226	9,632	3,608	1,37,524	...
122	662	8,482	9,266	1,57,122	3,88,895	1,06,187	3,510	55,695	9,233	7,20,642	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	46,497	...	...	...	...	...	46,497	...
...	...	...	...	2,12,073	5,151	...	...	445	9,430	2,27,099	...
...	...	...	...	11,903	...	..	...	1,472	180	13,555	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	740	...	...	...	...	...	740	...
...	...	...	...	35,908	7,442	5,690	...	1,500	2,135	52,675	...
...	...	...	...	4,254	...	...	...	437	152	4,843	...
...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1,160	...	1,160	...
..	...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	94,587	22,311	8,880	62,861	50,929	2,656	2,42,224	...
...	...	...	...	4,05,962	34,904	14,570	62,861	55,943	14,553	5,88,793	...
8,381	12,712	42,410	63,503	11,86,529	13,88,445	3,69,866	3,66,541	3,89,342	87,088	37,87,811	...

Return of the Stages of Instruction of Pupils in Public Schools for General Education in

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	54	8,330	2,054	2	2,056	6,273	1	6,274
		Vernacular	2	210	...	...	...	39	...	39
	District Fund	English	8	487	...	...	...	487	...	487
		Vernacular	201	30,051	...	...	...	4,098	3	4,101
	Municipal	English	26	3,056	141	...	141	2,914	1	2,915
		Vernacular	14	2,994	...	...	...	391	...	391
	Native State	English	11	601	109	...	109	492	...	492
		Vernacular	6	622	...	...	...	67	...	67
	Aided	English	46	4,057	1,346	5	1,351	2,679	10	2,689
		Vernacular	13	1,592	...	...	...	252	...	252
	Unaided	English	7	290	11	...	11	279	...	279
		Vernacular	1	12	...	...	...	12	...	12
	Total		389	52,307	3,661	7	3,668	17,983	15	17,998
For Girls	Departmental	English	2	9	...	...	...	...	9	9
		Vernacular	7	714	...	...	...	...	52	52
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Native State	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	14	305	..	27	27	...	261	261
		Vernacular	16	1,051	...	...	...	...	174	174
	Unaided	English	2	17	...	17	17	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		41	2,096	...	44	44	..	496	496
TOTAL SECONDARY SCHOOLS			430	54,403	3,661	51	3,712	17,983	511	18,494
PRIMARY SCHOOLS.										
For Boys	Departmental		12	1,102	...	..	...	...	...	...
	District Fund		2,540	1,89,187	4	...	4	1,070	2	1,072
	Municipal		154	23,643	...	...	...	16	...	16
	Native State		238	22,993	...	...	...	...	...	...
	Aided		300	14,809	...	...	...	13	...	13
	Unaided		227	9,672	...	...	...	...	...	...
	Total		3,471	2,61,406	4	...	4	1,099	2	1,101
For Girls	Departmental		201	11,177	...	...	...	...	...	...
	District Fund		1	40	...	...	...	...	...	...
	Municipal		2	109	...	...	...	...	...	...
	Native State		14	893	...	...	...	...	...	...
	Aided		76	4,061	...	...	...	...	...	...
	Unaided		28	1,092	...	...	...	...	...	...
	Total		322	17,372	...	...	...	...	..	..
TOTAL PRIMARY SCHOOLS			3,793	2,78,778	4	...	4	1,099	2	1,101
GRAND TOTAL			4,223	3,33,181	3,665	51	3,716	19,082	513	19,595

NOTE.—The number of girls shown in this table should correspond with the
Mixed schools should be entered as boys' schools or girls

RAL TABLE V.

the Central Provinces and Berar at the end of the official year 1912-13.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	..	...	..	...	8,327	3	8,330
39	...	39	99	...	99	33	...	33	210	...	219
...	...	...	...	...	...	...	...	...	487	...	487
3,817	7	3,824	15,232	152	15,384	6,543	204	6,747	29,690	366	30,256
...	...	...	..	...	...	...	...	...	3,055	1	3,056
343	...	343	1,425	10	1,435	798	27	825	2,957	37	2,994
...	...	..	...	...	...	...	...	..	601	...	601
43	...	43	331	4	335	166	11	177	607	15	622
4	...	4	4	...	4	9	...	9	4,042	15	4,057
134	...	134	648	...	648	558	...	558	1,592	...	1,592
...	...	...	...	...	...	...	...	..	290	...	290
...	...	...	...	...	...	...	.	...	12	...	12
4,380	7	4,387	17,739	166	17,905	8,107	242	8,349	51,870	437	52,307
...	...	...	...	...	...	..	...	...	...	9	9
...	85	85	1	376	377	...	200	200	1	713	714
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	6	6	...	7	7	...	305	305
3	119	122	23	378	401	51	303	354	77	974	1,051
...	...	...	...	...	...	...	...	...	...	17	17
...	...	...	...	...	.	...	...	...	...	...	...
3	208	211	24	760	784	51	510	561	78	2,018	2,096
4,383	215	4,598	17,763	926	18,689	8,158	752	8,910	51,948	2,455	54,403
115	...	115	753	...	753	234	...	234	1,102	...	1,102
21,576	397	21,973	96,733	4,794	1,01,527	58,771	5,840	64,611	1,78,154	11,033	1,89,187
3,388	...	3,388	14,177	22	14,199	6,011	29	6,040	23,592	51	23,643
1,921	64	1,985	11,312	711	12,023	8,098	887	8,985	21,331	1,662	22,993
1,356	16	1,372	8,654	102	8,756	4,568	100	4,668	14,591	218	14,809
509	6	515	5,145	137	5,282	3,756	119	3,875	9,410	262	9,672
28,865	483	29,348	1,36,774	5,766	1,42,540	81,438	6,975	88,413	2,48,180	13,226	2,61,406
...	618	618	...	5,582	5,582	9	4,968	4,977	9	11,168	11,177
...	2	2	...	18	18	...	20	20	...	40	40
...	...	...	...	25	25	...	84	84	...	109	109
...	73	73	...	444	444	...	376	376	...	893	893
32	356	388	153	1,898	2,051	57	1,565	1,622	242	3,819	4,061
...	13	13	8	370	378	..	701	701	8	1,084	1,092
32	1,062	1,094	161	8,337	8,498	66	7,714	7,780	259	17,113	17,372
28,897	1,545	30,442	1,36,935	14,103	1,51,038	81,504	14,689	96,193	2,48,439	30,339	2,78,778
33,280	1,760	35,040	1,54,698	15,029	1,69,727	89,662	15,441	1,05,103	3,00,387	32,794	3,33,181

number returned under Primary and Secondary Schools in General Forms I and III.
schools according as the number of boys or of girls is greater.

Return showing the results of prescribed Examinations in the

Name of examination.	Number of Institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ... Previous	...	1	...	1	...	3	...	...	3
Final	...	1	...	1	...	1	...	...	1
2. Bachelor of Arts ...	...	2	...	2	29	87	...	3	119
3. B. Sc.	1	2	...	3	8	11	...	...	19
4. First B. A. ...	...	...	...	...	...	...	...	...	...
First B. Sc. ...	...	...	...	...	...	...	...	...	...
First Arts ...	...	2	...	2	74	115	...	9	198
Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	..	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
LAW.									
1. Doctor of Law	...	...	...	...	...	...	...	...	...
2. Master of Law	...	...	...	...	...	...	...	...	...
3. Bachelor of Law ... Previous ...	...	1	...	1	...	77	...	...	77
Final ..	...	1	...	1	...	42	...	...	42
MEDICINE.									
1. M. D.	...	...	...	...	...	...	...	...	
2. M. B.	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery...	...	...	...	...	...	...	...	...	...
4. First M. B.	...	...	...	...	...	...	...	...	...
First L. M.	...	...	...	...	...	...	...	...	...
5. First M. B.	...	..	...	...	...	...	...	...	...
First L. S.	...	..	.	...	...	..	...	...	...
6. Preliminary Scientific ...	...	...	..	...	...	...	...	...	...

RAL TABLE VI.

Central Provinces and Berar during the official year 1912-13.

Number passed.					Race or creed of passed scholars.								Remarks
							Hindus.						
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	1	...	...	1	...	...	1	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
11	38	...	1	50	1	...	35	11	1	1	...	1	
2	4	...	...	6	...	...	6	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
24	48	...	1	73	4	2	50	9	8	...	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	1	
...	48	...	...	48	...	...	39	8	...	...	...	1	
...	23	...	...	23	1	1	14	5	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	

Return showing the results of prescribed Examinations in the

Name of examination.	Number of institutions sending examinees.				Number of examinees.				
	Institutions under public management.	Aided institutions.	Other institutions.	Total.	Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING.									
1. M. C. E. ...	...	...	...	...	...	...	..	..	...
2. B. C. E. ...	...	...	...	...	...	...	...	...	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
TEACHING.									
1. Licentiating in Teaching ...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	19	13	...	32	438	323	...	69	830
Girls ...	...	...	1	1	...	...	2	...	2
School Final ... Boys ...	17	5	2	34	480	389	18	...	887
Girls ...	...	4	...	4	...	8	...	...	8
Upper Secondary Examination. Boys ..	...	...	...	...	...	...	...	...	...
Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination. Boys ...	78	21	1	100	1,642	459	6	8	2,115
Girls ...	...	7	...	7	...	34	...	...	34
High School Scholarship Examination. Boys ...	63	17	2	82	512	69	10	...	591
Girls ...	...	1	...	1	...	3	...	...	3
imary Examination ... Boys ...	2,555	130	67	2,752	26,678	1,156	403	57	28,294
Girls ...	137	52	...	189	560	222	...	3	785
SCHOOL FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	...	...	1	5	...	...	...	5
Lower ...	35	6	1	42	371	38	13	164	586
2. Training School Examination for Mistresses. Upper ...	...	...	...	...	...	...	...	...	...
Lower ...	4	2	...	6	21	28	...	12	61
3. School of Arts Examination. Boys ...	80	15	...	95	1,477	348	...	66	1,891
Girls ...	2	1	...	3	26	15	...	4	45
4. Medical Examination ...	...	...	...	..	...	...	...	...	...
5. Examination—Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ...	...	...	...	...	...	...	...	...	...
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agricultnre ...	...	...	...	...	...	...	...	...	...

NOTE—Any other special examination, such as the "Intermediate" or other

RAL TABLE VI.

Central Provinces and Berar during the official year 1912-13.—(Concld.)

Number passed.					Race or creed of passed scholars.								Remarks
Institutions under public management.	Aided institutions.	Other institutions.	Private students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
186	114	...	8	308	4	7	195	66	30	2	4	...	
...	...	11	...	11	...	11	...	...	...	...	...	...	
195	155	10	...	360	6	1	220	98	31	2	2	...	
...	2	...	...	2	2	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
1,175	283	5	4	1,467	10	25	667	553	200	8	2	2	
...	10	...	...	10	8	2	...	...	...	...	...	...	
222	28	...	...	250	...	1	112	108	26	1	...	2	
...	2	...	...	2	...	2	...	...	...	...	...	...	
17,112	805	230	42	18,189	6	132	2,831	12,232	1,590	260	266	872	
380	157	...	1	538	3	90	96	282	32	12	...	23	
5	...	...	...	5	...	...	5	...	...	...	...	...	
163	4	3	26	196	...	7	45	128	15	1	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
7	2	...	5	14	...	4	2	8	...	...	...	...	
975	225	...	31	1,232	...	13	522	545	131	10	...	11	
24	13	...	3	40	...	4	20	11	5	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

examinations of the Punjab University may be added to this list.

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.	Expenditure of District Boards					
	In institutions managed by					
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
2	2	3	4	5	6	7
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.						
COLLEGIATE EDUCATION. English	...	...	...	...	...	...
COLLEGIATE EDUCATION. Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Law	...	...	...	...	...	...
Medicine	...	...	...	...	...	...
Engineering	...	...	...	...	...	...
Teaching	...	...	...	...	...	...
Agriculture	...	...	...	...	...	...
Total	...	...	...	...	...	...
SECONDARY SCHOOLS.						
SCHOOL EDUCATION, GENERAL. For Boys ... High Schools	...	..	...	...	...	...
For Boys ... Middle Schools. English	...	8	487	529	417	...	12,736
For Boys ... Middle Schools. Vernacular	...	201	30,056	29,595	22,099	...	1,84,189
For Girls ... High Schools	..	...	...	...	...	...	...
For Girls ... Middle ... English	...	...	...	...	...	...	...
For Girls ... Middle ... Vernacular	...		...	...	...	...	...
Total	..	209	30,543	30,124	22,516	...	1,96,925
PRIMARY SCHOOLS.						
For Boys ... Upper.	...	2,102	1,70,200	1,65,301	1,20,175	...	7,02,069
For Boys ... Lower.	...	438	18,987	16,567	12,601	...	56,317
For Girls ... Upper	...	1	40	37	17	...	240
For Girls ... Lower	...	...	...	...	...	...	...
Total	...	2,541	1,89,227	1,81,905	1,32,793	...	7,58,626
SCHOOLS FOR SPECIAL INSTRUCTION.						
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	...	...	...	...	...	...	...
Training Schools for Mistresses	...	...	...	...	...	...	...
Schools of Arts	...	...	...	...	...	...	...
Law Schools	..	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	..	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools—Reformatory	..	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	..	...	...	...	...	...	3,61,847
Furniture and apparatus (special grants only)	..	...	...	...	...	...	27,048
Total	...	...	...	...	...	...	3,88,895
Inspection ...	...	...	...	...	...	...	...
Scholarships held in ... Arts Colleges	...	...	...	...	...	...	...
Scholarships held in ... Medical Colleges	...	...	...	...	...	...	...
Scholarships held in ... Professional Colleges	...	...	...	...	...	...	...
Scholarships held in ... Secondary Schools	...	...	...	...	...	...	...
Scholarships held in ... Primary Schools	...	...	...	...	...	...	...
Scholarships held in ... Medical Schools	...	...	...	...	...	...	...
Scholarships held in ... Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in ... Other Special Schools	...	—	...	...	...	..	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
GRAND TOTAL	..	2,750	2,19,770	2,12,029	1,55,309	...	13,44,446

TABLE VII.

on Public Instruction in the Central Provinces and Berar for the official year 1912-13.

on Public Instruction.

District Fund Boards.					In institutions managed by			
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	Total District Fund Expenditure on Public Instruction.
8	9	18	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	12,736	20	...	200	12,956
...	...	...	...	1,84,189	...	...	...	1,84,189
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	1,96,925	20	...	200	1,97,145
...	...	...	...	7,02,069	...	...	1,209	7,03,278
...	...	...	...	56,317	...	...	7,666	63,983
...	...	...	...	240	...	...	...	240
...	...	...	..	7,58,626	...	...	8,875	7,67,501
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	3,61,847	...	...	...	3,61,847
...	...	...	...	27,048	...	...	...	27,048
...	...	...	...	3,88,895	...	...	...	3,88,895
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	13,44,446	20	...	9,075	13,53,541

Return showing the Distribution of District Fund and Municipal Expenditure

	Objects of Expenditure.	Expenditure of Municipal Boards: In institutions managed by — Number of institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
	1	17	18	19	20	21	22
	ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education.	English ...						
	Oriental ...	...	...	...	...	...	...
		...	...	...	...	...	...
	Colleges or Departments of Colleges for Professional Training.						
	Law ...	...	...	...	...	...	...
	Medicine ...	...	...	...	...	...	...
	Engineering ...	...	...	...	...	...	...
	Teaching ...	...	...	...	...	...	...
	Agriculture ...	...	..	...	...	...	...
	Total ...	...	...	...	...	...	...
	SECONDARY SCHOOLS.						
School Education, General.	For Boys. High Schools ..	2	141	116	99	...	7,482
	For Boys. Middle Schools. English ...	24	2,915	3,016	2,506	...	64,664
	For Boys. Middle Schools. Vernacular ..	14	2,994	2,912	2,335	...	18,980
	For Girls. High Schools ...	...	...	...	...	...	...
	For Girls. Middle Schools. English ...	...	...	...	...	...	...
	For Girls. Middle Schools. Vernacular ..	...	.	...	...	...	...
	Total ...	40	6,050	6,044	4,940	...	91,126
	PRIMARY SCHOOLS.						
	For Boys. Upper ...	143	22,906	22,321	17,311	...	1,30,162
	For Boys. Lower ...	11	737	679	517	...	4,645
	For Girls. Upper ...	2	109	96	74	...	511
	For Girls. Lower ...	...	...	...	...	...	...
	Total ..	156	23,752	23,096	17,902	..	1,35,318
	SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special.	Training Schools for Masters ...	...	...	...	...	...	...
	Training Schools for Mistresses ...	...	...	...	...	.	...
	School of Arts ...	...	...	...	...	...	...
	Law Schools ...	...	...	...	...	...	...
	Medical Schools ..	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...
	Industrial Schools ...	...	...	...	...	...	...
	Commercial Schools ...	...	...	...	...	...	...
	Agricultural Schools ...	...	...	...	...	...	...
	Other Schools—Reformatory ...	...	...	...	...	...	..
	Total ...	...	...	...	...	...	...
	Buildings ...	...	...	...	...	...	1,00,152
	Furniture and apparatus (special grants only) ...	...	...	...	...	...	6,010
	Total ...	...	...	...	...	14	1,06,162
	Inspection ...	...	...	...	...	14	...
	Scholarships held in ... Arts Colleges ...	...	...	...	...	...	...
	Medical Colleges ...	...	...	...	...	...	...
	Professional Colleges ...	...	...	...	...	...	...
	Secondary Schools ...	...	...	...	...	...	...
	Primary Schools ...	...	...	...	...	...	...
	Medical Schools ..	...	...	...	...	...	...
	Technical and Industrial Schools ...	...	...	...	...	...	...
	Other Special Schools ...	...	...	...	...	...	...
	Miscellaneous ...	...	...	...	...	...	..
	Total ...	...	...	...	...	14	...
	Grand Total ...	196	29,802	29,140	22,842	.	3,32,606

(1) The sum of the expenditure in columns 12 and 27 should agree with the
(2) The sum of the expenditure in columns 16 and 31 should agree with Table IV and the District Fund and Municipal expenditure of
(3) The expenditure under Inspection, Scholarships and Miscellaneous

TABLE VII.

on Public Instruction in the Central Provinces and Berar for the official year 1912-13.—

on Public Instruction.										
Municipal Boards.					In institutions managed by—					
District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	..	...	...	...	...	...
...	.	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	.	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	.	...	...	...	...	...
...	...	...	...	7,482	2,624	...	600	10,706	10,706	...
...	..	...	...	64,664	2,383	...	1,240	68,287	81,023	...
...	...	...	...	18,980	...	...	...	18,980	2,03,169	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	19	...	590	609	609	...
...	...	...	...	91,126	5,026	...	2,430	98,582	2,95,727	...
...	...	...	...	1,30,162	...	...	10,214	1,40,376	8,43,654	...
...	...	...	...	4,645	...	...	808	5,453	69,436	...
...	...	...	...	511	31	...	2,776	3,318	3,558	...
...	...	...	...	...	...	...	80	80	80	...
...	...	...	...	1,35,318	31	...	13,878	1,49,227	9,16,728	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	1,300	1,300	1,300	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	1,300	1,300	1,300	...
...	...	...	...	1,00,152	...	...	...	1,00,152	4,61,999	...
...	...	...	...	6,010	25	...	...	6,035	33,083	...
...	...	...	...	1,06,162	25	...	...	1,06,187	4,95,082	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	3,32,606	5,082	...	17,608	3,55,296	17,08,837	...

expenditure shown in column 3 of General Table IV.
expenditure shown in column 35 and 36 respectively of General
Native States should be excluded.
should be shown only in columns 16, 31 and 32 and not in the other columns.

MAY

EDUCATION—GENERAL TABLE VIII.—FOR MALES.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1912-13.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	26	1,168	80	720	...	368	18,262	...	...	8,016	26,278	
2.—Managed by Local or Municipal Boards ...	19	278	...	267	11	...	...	2,789	1,631	329	4,749	
3.—Aided by Government or by Local or Municipal Boards.	8	475	3	287	185	...	8,136	264	14,919	22,558	45,827	
4.—Unaided	26	1,090	128	599	363	...	17,167	...	27,231	43,489	87,887	

EDUCATION—GENERAL TABLE VIII.—FOR FEMALES.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1912-13.

Class of Hostels or Boarding-house.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	3	53	...	11	...	42	3,370	...	...	...	3,370	
2.—Managed by Local or Municipal Boards ..	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	5	309	...	89	220	...	9,914	...	3,477	14,232	27,623	
4.—Unaided	3	112	...	78	34	...	...	...	1,818	4,253	6,071	

NOTE I.—Return of the Boarding Establishments for females should be given separately.
II.—Boarding-houses maintained by Native States should not to included in the return.

GENERAL TABLE IX.

Number and Qualifications of Teachers, 1912-13.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Teachers of Vernacular...	Trained ...	196	1,513	209	84	12	27	375	34	16	...	...	...	...	..	...	...	...	...	...	...	2,466
	Untrained ...	596	3,807	543	571	372	23	624	77	106	3	...	...	...	...	...	...	...	...	...	..	6,722
	Total ...	792	5,320	752	655	384	50	999	111	122	3	...	..		.	...	...	...	...	...	...	9,188
Anglo-Vernacular teachers and teachers of classical languages.	Trained ...	...	...	...	...	...	84	9	35	16	...	27	...	...	8	4	5	...	...	...	...	188
	Untrained ...	...	...	...	...	...	244	71	132	126	12	74	...	9	68	11	14	...	...	20	...	781
	Total ...	...	...	...	...	...	328	80	167	142	12	101	...	9	76	15	19	...	...	20	.	969
Anglo-Vernacular teachers and teachers of classical languages.	Possessing a degree ...	...	...	..	...	...	12	...	2	7	...	58	...	7	42	9	14	...	...	20	...	171
	Possessing no degree...	7	...	...	...	..	306	87	160	126	13	56	...	5	33	6	5	...	...	...	...	804
	Total ...	7	...	...	...	...	318	87	162	133	13	114	...	12	75	15	19	...	...	20	...	975
European Schools ...	Trained ...	...	...	...	16	1	...	...	...	12	...	...	...	...	7	...	...	...	...	...	...	36
	Untrained ...	...	...	...	55	1	...	...	...	22	...	...	...	...	11	...	...	...	...	..	...	89
	Total ...	...	...	...	71	2	...	...	...	34	...	...	...	...	18	...		...	...	...	...	125
	Possessing a degree ...	...	...	...	...	...	...	...	...	7	...	...	...	...	6	...	...	...	...	...	...	13
	Possessing no degree...	...	...	...	71	2	...	...	...	27	...	...	...	...	12	...	...	...	...	...	...	112
	Total ...	..	...	...	71	2	...	...	...	34	...	...	...	...	18		...	...	...	...	...	125
	GRAND TOTAL ...	799	5,320	752	797	388	696	1,166	440	465	28	215	...	21	187	30	38	...	...	40	...	11,382

GENERAL TABLE X.

Classification by ages, 1912-13.

Ages.	Infants.		Primary.				Middle.				High.			College.				Total.
	A.	B.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	XI.	1	2	3	4	
Below 5 ...	7,467	295	73	4	...	...	...	...	...	...	...	...	...	..	...	...	...	7,839
5 to 6 ...	33,180	3,303	6,912	132	87	4	...	...	...	...	...	...	...	...	...	...	...	43,618
6 to 7 ...	26,823	8,123	10,464	2,748	72	57	...	...	...	...	...	...	...	...	...	...	...	48,287
7 to 8 ...	13,065	6,368	14,474	8,096	853	83	...	...	...	...	...	...	...	...	...	...	...	42,939
8 to 9 ...	8,447	5,572	15,094	9,873	3,776	416	8	...	...	...	...	...	...	...	...	...	...	43,186
9 to 10 ...	3,070	3,585	10,847	11,024	8,103	2,064	81	3	...	...	...	...	...	...	...	...	...	38,777
10 to 11 ...	889	1,913	7,397	8,485	9,872	4,068	435	106	4	1	...	...	...	...	...	...	...	33,170
11 to 12 ...	331	810	4,247	5,565	7,620	4,092	954	340	52	2	...	...	...	...	...	...	...	24,013
12 to 13 ...	124	416	2,566	3,180	5,064	3,560	1,396	716	335	42	2	...	...	...	...	...	...	17,401
13 to 14 ...	51	147	1,235	1,369	3,193	2,647	1,476	1,040	587	190	15	1	..	...	...	...	...	11,951
14 to 15 ...	12	92	459	762	1,558	1,592	1,043	974	632	404	152	48	...	...	...	...	...	7,728
15 to 16 ...	1	32	217	248	717	931	671	675	540	487	321	86	14	...	...	...	...	4,940
16 to 17 ...	...	16	76	90	260	550	392	477	401	400	308	179	63	...	...	...	...	3,212
17 to 18 ...	...	19	9	37	101	228	172	246	189	262	263	315	165	...	...	...	...	2,006
18 to 19 ...	...	9	37	40	55	150	91	145	94	134	173	240	160	81	9	...	...	1,418
19 to 20 ...	...	4	1	3	22	49	33	72	42	73	92	146	144	57	32	3	...	773
Over 20 ...	...	17	16	12	13	58	26	28	14	29	34	123	158	207	29	163	6	933
Total ...	93,460	30,721	74,124	51,668	41,366	20,549	6,778	4,822	2,890	2,024	1,360	1,138	704	345	70	166	6	3,32,191
GRAND TOTAL ...	1,24,181		1,87,707				16,514				3,202			587				3,32,191

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children of school-going age.		1912-13.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
British Territory.										
The Nerbudda Valley.	Saugor ...	276,233	265,177	41,435	39,777	11,041	...	2,514	6,718	1,809
	Damoh ...	168,060	164,987	25,209	24,748	6,398	...	648	5,255	495
	Jubbulpore ...	373,173	372,719	55,976	55,908	18,901	456	2,816	12,959	2,660
	Narsinghpur ...	161,795	163,882	24,269	24 582	9,459	58	1,750	6,284	1,367
	Hoshangabad ...	230,632	226,763	34,595	34,014	13,051	14	3,300	8,727	1,010
	Total ...	1,209,893	1,193,528	181,484	179,029	58,850	538	11,028	39,943	7,341
	Percentage ...	...	...	...	...	16·32	·14	6·07	22·00	4·10
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	9,087	69	1,165	7,019	834
	Betul ..	194,163	196,223	29,124	29,433	4,449	...	895	3,338	216
	Chhindwara ...	255,884	261,064	38,383	39,160	7,726	...	1,181	6,143	402
	Seoni ...	192,642	202,839	28,896	30,426	6,115	...	653	4,949	513
	Balaghat ...	190,469	198,451	28,570	29,768	9,743	...	804	8,359	580
	Mandla ..	200,872	204,362	30,131	30,654	9,642	...	1,491	7,114	1,037
	Total ...	1,234,795	1,253,245	185,219	187,987	46,762	69	6,189	36,922	3,582
	Percentage ...	...	...	...	.	12·52	·001	3·34	19·93	1·90
The Maratha Country.	Wardha ...	231,871	227,925	34,781	34,189	12,062	...	1,747	9,409	906
	Nagpur ...	408,843	401,058	61,326	60,159	20,727	786	4,502	13,252	2,187
	Bhandara ...	380,014	393,663	57,002	59,049	11,059	48	903	9,594	514
	Chanda ...	337,540	340,004	50,631	51,001	10,691	...	1,512	8,514	665
	Total ...	1,358,268	1,362,650	203,740	204,398	54,539	834	8,664	40,769	4,272
	Percentage ...	...	...	...	...	13·36	·20	4·25	20·00	2·08
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	27,855	99	1,511	21,960	4,285
	Bilaspur ...	558,477	587,746	83,771	88.162	23,418	...	2,214	18,345	2,859
	Drug ...	373,159	402,529	55,974	60,379	14,005	...	338	11,021	2,646
	Total ...	1,576,822	1,669,945	236,523	250,492	65,278	99	4,063	51,326	9,790
	Percentage ...	...	...	...	...	13·40	·02	1·71	21·7	3·90

* *N. B.*—Female scholars in the Normal and Industrial Schools have been included in column 7 and omitted in column 10.

Return showing the General Statistical Summary for the preparation of Maps.—(Concld.)

Territory.	Population.		Children of school-going age.		1912-13.				
	Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1	2	3	4	5	6	7	8	9	10
British Territory.—(Concld.)									
Berar. Akola ..	400,893	387,970	60,134	58,196	22,659	20	6,454	14,642	1,543
Berar. Amraoti ...	447,216	428,688	67,082	64,303	29,749	190	7,315	20,431	1,813
Berar. Buldana ..	337,179	332,003	50,577	49,800	20,455	...	4,696	14,538	1,221
Berar. Yeotmal ...	365,326	357,887	54,799	53,683	11,847	...	2,331	8,730	786
Total ...	1,550,614	1,506,548	232,592	225,982	84,710	210	20,796	58,341	5,363
Percentage ...	...	...	...	...	18·47	·04	8·94	25·90	2·73
Feudatory States.									
Nerbudda Valley. Hoshangabad ...	7,530	7,491	1,130	1,124	279	...	...	279	..
Total ...	7,530	7,491	1,130	1,124	279	...	...	279	...
Percentage ...	...	...	...	...	12·37	...	...	24·68	...
Feudatory States ...	828,085	840,586	124,213	126,088	24,830	...	668	21,592	2,570
Percentage ...	...	...	...	...	9·92	...	·53	17·38	2·03
GRAND TOTAL ...	7,766,007	7,833,993	1,164,901	1,175,099	335,248	1,750	51,408	249,172	32,918
PERCENTAGE ...	...	...	...	...	14·32	·74	4·41	20·53	2·80

EDUCATION—SUBSIDIARY TABLE II.—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1912-13.

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions... For Males	...	42,850	26,037	2,880	71 767	5,018	42,188	8,584	45,202	1,00 992	1,72,759	
Institutions... For Females	...	22,200	32,879	...	55 079	1,242	14,545	9 339	27,795	52 921	1,08,000	
Total ...	...	65,050	58,916	2,880	1,26,846	6,260	56 733	17,923	72,997	1,53,913	2,80,759	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	24·11	17·10	1·01	42·22	4 56	26·14	11 51	15·57	57·78	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100·00	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	23·17	20·98	1·03	45·18	2·23	20·21	6·38	26 00	54·82	100·00	
Average annual cost of educating each pupil :—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions ... Cost of Provincial Revenues ...	...	76 12 9	23 1 6	17 4 0	40 0 8							
Aided Institutions ... Cost of Municipal Funds ...	...	...	1 14 3	...	1 14 3							
Total ...	...	150 14 10	55 14 0	36 0 0	86 2 10							
Unaided Institutions	...	...	63 2 10	...	63 2 10							
Total ...	...	150 14 10	56 1 9	36 0 0	85 10 5							

EDUCATION—SUBSIDIARY TABLE III.—(FOR EUROPEANS ONLY.)

Return of European Schools and Scholars in the Central Provinces for the year 1912-13.

	Public Institutions.								Grand Total of Public Institutions.	Grand Total of scholars on 31st March 1913.	Number of scholars on 31st March, learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under private management.															
	Aided by Government, District Fund or Municipal Board.				Unaided.											
	Number of Institutions.	Number of scholars on rolls on the 31st March 1913.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions	Number of scholars on rolls on the 31st March 1913.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
SECONDARY SCHOOLS,																
School Education—General. For Boys High Schools ..	4	62	60	55	...	...	...	...	4	62	62	61	61	5	...	
School Education—General. For Boys Middle Schools ...	4	220	202	186	...	...	...	...	4	220	220	212	220	8	...	
School Education—General. For Girls High Schools ...	4	27	22	20	...	...	...	...	4	27	27	27	...	...	...	
School Education—General. For Girls Middle Schools ..	6	149	147	130	...	...	...	...	6	149	149	149	...	...	...	
School Education—General. Total ..	18	458	431	391	...	...	...	...	18	458	458	449	281	13	..	
PRIMARY SCHOOLS.																
School Education—General. For Boys ..	6	340	321	287	1	33	34	26	7	373	373	127	145	52	...	
School Education—General. For Girls ..	10	746	695	600	...	...	...	..	10	746	746	135	37	...	230	
School Education—General. Total ...	16	1,086	1,016	887	1	33	34	26	17	1,119	1,119	265	182	52	230	
SCHOOL EDUCATION, SPECIAL.																
Industrial Schools ... Boys ...	1	75	80	72	...	...	...	...	1	75	...	...	...	...	...	
Industrial Schools ... Girls ..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions	35	1,544	1,447	1,278	1	33	34	26	36	1,577	1,577	711	463	65	230	

EDUCATION—GENERAL TABLE III-A. (FOR EUROPEANS ONLY)

Number of Scholars on the 31st March Classified according to Sex, Race or Creed for the official year 1912-13.

Class of institutions.		Europeans and Eurasians.	Native Christians.	Hindus		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	...	...		...	...	...	...	...	...
	Female	...	...	..	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...		...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...		...
	Female	..	..	...	...	...	...	...	...	...
Teaching	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	..	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	...	55	1	1	...	...	...	...	...
	Female	...	5	...	...	...	...	...	...	...
MIDDLE SCHOOLS.										
English	Male	...	197	2	4	...	...	9	...	...
	Female	...	8	...	...	...	...	...	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	..	27	...	...	...	...	...	...	...
MIDDLE SCHOOLS.										
English	Male	...	...	...	...	...	...	...	...	...
	Female	...	141	2	...	2	...	4	...	...
Vernacular	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	433	5	5	2	...	13	...	...
PRIMARY SCHOOLS.										
For Boys	Male	...	290	3	7	...	...	18	...	3
	Female	...	50	...	1	...	...	...	...	1
For Girls	Male	...	225	2	...	1	...	2	...	...
	Female	...	480	4	3	2	...	27	...	...
	Total	...	1,045	9	11	3	...	47	...	4

EDUCATION—GENERAL TABLE III-A. (PART ANS ONLY)

Number of Scholars on the 31st March Classified according to Sex, Race or Creed for the official year 1912-13.—(Concld).

Class of institutions.	Europeans and Enrasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.									
SCHOOLS FOR SPECIAL INSTRUCTION.									
Training Schools ... Male	...	...	...	...	...	...	...	...	...
Female		...	...	...	...	...	...	...	...
Schools of Art ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Law Schools ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	.	...	...	...	...	...
Medical Schools ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Industrial Schools ... Male	* (75)	...	...	..	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Other Schools ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction	1,478	14	16	...	5	...	60	...	...
PRIVATE INSTITUTIONS.									
(1) Advanced Teaching.—									
(a) Arabic or Persian ... Male	...	...	...	...	...	...	...	...	...
Female	...	..	...	...	...	...	...	...	...
(b) Sanskrit ... Male	...	..	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics. Male	...	..	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
(2) Elementary Teaching A.—Vernacular only or Mainly.									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
(3) Elementary Teaching—the Koran only—.									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	..	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards.									
For Boys ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
For Girls ... Male	...	...	...	...	...	...	...	...	...
Female	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	..	..	...	...	...	...	...	...	...
GRAND TOTAL ...	1,478	14	16	...	5	...	60	...	4

* Figures under Industrial Schools are omitted in the totals as they are included under Middle Schools.

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1912-13.

Object of Expenditure.	Public Institutions.										Total of expenditure from					Remarks.
	Under private management.															
	Aided by the Government.						Unaided.									
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowment and other sources.	Total.	Porvincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.	
1	2 (a)	2 (b)	2 (c)	2 (a)	2 (c)	2	3 (a)	3 (b)	3 (c)	3	4 (a)	4 (b)	4 (c)	4 (d)	4	
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
SECONDARY SCHOOLS, ENGLISH.																
For Boys ... { High Schools ...	9 215	..	3,397	540	3,614	16,766	...	...	...	...	9,215	...	3,397	4,154	16,766	
{ Middle Schools ...	12,987	...	7,638	717	4,742	26,084	...	...		...	12,987	...	7,638	5,459	26,084	
For Girls ... { High Schools ...	3,204	...	1,308	187	1,546	6,245	...	...	.	...	3,204	...	1,308	1,733	6,245	
{ Middle Schools ...	7,694	...	5,064	227	2,970	15,955	...	...	..	...	7,694		5,064	3,197	15,955	
Total ...	33,100	...	17,407	1,671	12,872	65,050	...	...	...	...	33,100	...	17,407	14,543	65,050	
PRIMARY SCHOOLS.																
For Boys	9,837	1,320	7,534	488	4,710	23,889	616	1,532	..	2,148	9,837	1,320	8,150	6,730	26,037	
For Girls	13,624	600	11,254	349	7,052	32,879	.	.	...	..	13,624	600	11,254	7.401	32,879	
Total ...	23,461	1,920	18,788	837	11,762	5,7668	616	1,532	...	2,148	23,461	1,920	19,404	14,131	58,916	
Industrial Schools... { Boys	1,380	...	...	...	1,500	2,880	...	...	...	...	1,380	...	...	1,500	2,880	
{ Girls	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	
Scholarships held { Colleges ... { Arts ...	1,764	...	...	...	...	1,764	...	...	...	...	1,764	...	...	...	1,764	
in { { Professional ...	740	...	...	...	...	740	...	...	...	...	740	...	...	...	740	
{ Secondary Schools ...	1,364	...	...	...	...	1,364	...	...	...	...	1,364	...	...	...	1,364	
{ Primary Schools ...	2,392	...	...	...	...	2,392	...	...	...	...	2,392	...	...	...	2,392	
Buildings	35,866	...	1,214	...	19,653	56,733	...	...	...	...	35,866	...	1,214	19,653	56,733	
Furniture	15,790	...	...	102	2,031	17,923	...	...	...	...	15,790	...	...	2,133	17,923	
Miscellaneous	4,198	...	...	...	1,657	5,855	...	...	...	...	4,198	...	...	1,657	5,855	
	17,167	..	35,149	14,826	...	67,142	...	...	...	...	17,167	...	35,149	14,826	67,142	
Total ...	79,281	...	36,363	14,928	23,341	1,53,913	...	...	...	...	79,481	...	36,363	38,269	1,53,913	
Total Expenditure on European Institutions ..	1,37,222	1,920	72,558	17,436	49,475	2,78,611	616	1 532	...	2,148	1,37,222	1,920	73,174	68,443	2,80,759	

EDUCATION.—SUBSIDIARY TABLE V.—(FOR EUROPEANS ONLY.)

Return of the Stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1912-13.

Class of School.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary (Middle) stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.			Remarks.
													Reading printed books.			Not reading printed books.						
			1			2			3			4				5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys... Aided — English	8	282	57	5	62	212	8	220	...	...	..	...	...	...	...	...	..	269	13	282	
For Boys... Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	.	...	...	...	.		..	.	...	...	
Total	8	282	57	5	62	212	8	220	...		.	...	...	.	.	...	..	269	13	282	
For Girls... Aided — English	10	176	...	27	27	...	149	149	..	...	...	...	...	...	...	...	...	...	176	176	
For Girls... Unaided — Vernacular	...	..	...	...	...	...	...	...	...	...	...	...	...	..	...	...	...	...	..	...	
Total	10	176	...	27	27	...	149	149	...	...	...		..	..	..	...	...	..	176	176	
Total Secondary Schools	18	458	57	32	89	212	157	369	...	...	...	...	...	...	...	...	...	269	189	458	
PRIMARY SCHOOLS.																					
For Boys Aided	6	340	...	...	...	...	...	...	158	11	169	136	21	157	8	6	14	302	38	340	
For Boys Unaided	1	32	...	...	...	...	...	...	3	1	4	16	13	29	...		...	19	14	33	
Total	7	373	...	...	...	...	...	...	161	12	173	152	34	186	8	6	14	321	52	373	
For Girls Aided	10	746	...	...	...	...	...	...	32	145	177	149	282	431	49	89	138	230	516	746	
For Girls Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	10	746	...	...	...	...	...	...	32	145	177	149	282	431	49	89	138	230	516	746	
Total Primary Schools	17	1,119	...	...	...	...	...	..	193	157	350	301	316	617	57	95	152	551	568	1,119	
GRAND TOTAL	35	1,577	57	32	89	212	157	369	193	157	350	301	316	617	57	95	152	820	757	1,577	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed Schools should be entered as boys' schools or girls' schools according to the number of boys or of girls is greater.

Number and Qualifications of Teachers.

	Primary Schools.			Middle Schools.			High Schools.			Total.	Remarks.
	Municipal.	Aided.	Unaided.	Municipal.	Aided.	Unaided.	Municpal.i	Aided.	Unaided.		
1	2	3	4	5	6	7	8	9	10	11	12
Trained ...	...	16	1	...	12	...	...	7	...	36	
Untrained ...	...	55	1	...	22	...	...	11	...	89	
Total ...		71	2	...	34	...	...	18	...	125	
Possessed of a University Degree.	...	...	...	...	7	...	...	6	...	13	
No Degree ...	...	71	2	...	27	...	...	12	...	112	
Total ...	...	71	2	...	34	...	...	18	...	125	

CENTRAL PROVINCES—(EUROPEAN SCHOOLS).

Government of India Table X—Classification of pupils by age.

Ages.	Primary.					Middle Stage.			High Stage.		Total.
	Lower Primary.			Upper Primary.							
	Infants or Preparatory Classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
1	2	3	4	5	6	7	8	9	10	11	12
Below 5	28	...	...	...	...	...	...	...	...	...	28
5 to 6	77	...	...	...	...	...	...	...	...	...	77
6 to 7	92	13	1	...	...	...	...	...	...	...	106
7 to 8	82	32	20	...	...	...	...	...	...	...	134
8 to 9	39	48	30	1	...	...	...	...	...	...	118
9 to 10	13	25	43	11	13	...	...	...	..	...	105
10 to 11	10	17	28	43	35	6	..	...	...	...	139
11 to 12	2	9	15	37	42	20	5	6	...	...	136
12 to 13			17	26	34	32	29	10	...	...	148
13 to 14	...	2	4	14	25	38	28	11	3	...	125
14 to 15	...	1	4	10	12	17	32	23	14	...	113
15 to 16	...	...	...	7	6	11	15	21	17	3	80
16 to 17	...	...	...	...	2	7	7	20	10	2	48
17 to 18	...	...	...	1	...	...	1	8	11	4	25
18 to 19	...	...	...	...	...	...	1	2	7	7	17
19 to 20	...	...	...	...	...	...	1	1	4	1	7
Over 20	...	...	...	...	...	...	...	...	3	...	3
Total ...	343	147	162	150	169	131	119	102	69	17	1,409
Total ...			971				352		86		1,409

Govt. Press, Nagpur :—No. 1295, Dir. of P. I.—5-11-13—400.

REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1913-14

Agents for the Sale of Books published by the Central Provinces Administration.

IN ENGLAND.

CONSTABLE & CO., 10, Orange Street, Leicester Square, W. C., London.
P. S. KING & SON, 9, Bridge Street, Westminster, S. W., London.
KEGAN PAUL, TRENCH, TRUBNER & CO., 68/74, Carter Lane, E. C., London.
B. QUARITCH, 11, Grafton Street, New Bond Street, W., London.
GRINDLAY & CO., 54, Parliament Street, S. W., London.
DEIGHTON BELL & CO., Cambridge.
B. H. BLACKWELL, 50 & 51, Broad Street, Oxford.
HENRY S. KING & CO., 65, Cornhill, E. C., London.
LUZAC & CO., 46, Great Russell Street, W. C., London.
W. THACKER & CO., 2, Creed Lane, E. C., London.
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E. PONSONBY, Limited, 116, Grafton Street, Dublin.
T. FISHER UNWIN, Esq, 1, Adelphi Terrace, W. C., London.

ON THE CONTINENT.

FRIEDLANDER & SOHN, 11, Carlstrasse, Berlin.
OTTO HARRASSOWITZ, Leipzig.
KARL W. HIERSEMANN, Leipzig.
ERNEST LEROUX, 28, Rue Bonaparte, Paris.
MARTINUS NIJHOFF, The Hague.

IN INDIA AND THE COLONIES.

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CALCUTTA SCHOOL BOOK & USEFUL LITERATURE SOCIETY, Calcutta.
THE WELDON LIBRARY, 18/5, Chowringhee Road, Calcutta.
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RADHABAI ATMARAM SAGOON, Bombay.
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THE PROPRIETOR, NEWAL KISHORE PRESS, Lucknow.
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MANAGER, GENERAL BOOK DEPÔT, Nagpur and Jubbulpore.
A. M. & J. FERGUSON, Booksellers, Ceylon.
BABU S. C. TALUQDAR, Proprietor, Students & Co., Cooch Behar.

No. 1322 / VI-10-4.

Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 12th December 1914.

READ—

Letter No. 6517, dated the 5th October 1914, from the Director of Public Instruction, Central Provinces, forwarding the Report on the state and progress of Education in the Central Provinces and Berar for the year 1913-14.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

The activities of the Education Department during the year 1913-14 were specially devoted to the development of projects in all branches of instruction which owe their initiation to the grants made by the Government of India for the improvement of education. In the Administration's Resolution No. 840—II-6-60, dated the 10th August 1914, an account was given of the purposes to which these various grants have been, or are proposed to be, allotted, and the advance achieved in the programme which is being financed from this source was set forth. In the present review it is unnecessary to recur to this subject, but the succinct and interesting report which Mr. Mayhew has written further exhibits the progress that is being made in the preparation and elaboration of important schemes which will mature in the current and succeeding years.

2. The demand for boys' education in all stages continues to be keen in most parts of the Provinces, and more particularly in Berar, and the consequent press on space in school buildings and the ever-increasing demand for trained teachers, especially in the primary and middle departments, present problems which require constant attention. Large sums from the Government of India grants have been allotted for educational buildings, and the Chief Commissioner desires to take this opportunity to emphasise the importance of exercising foresight in the selection of sites and the adoption of designs for new schools of the higher grades, so as to allow for further extension both for class rooms and hostels. In the course of his tours, Sir Benjamin Robertson has seen some schools in which, though they were practically new, the accommodation was barely sufficient for immediate requirements, while they were so placed and designed that any extension must involve the erection of separate buildings. In the interests of economy it should be borne in mind that the construction of new premises must almost always involve a considerably greater cost than an addition to existing buildings.

3. There has been a substantial increase in the number of primary schools and of pupils under instruction. The number of new schools opened during the year is in accordance with the anticipated rate of development, but the remarks of the Director of Public Instruction justify the inference that there has not been a commensurate improvement in the quality of the instruction. The shortage in the supply of competent candidates for the post of teacher is still a serious obstacle to rapid expansion, but the Chief Commissioner trusts that the measures that have recently been taken to meet the deficiency will be attended with good results. At the close of the year the prospects of certificated teachers in District Council schools were substantially improved by the introduction of a pension

scheme and by the raising of the minimum pay to Rs. 11. At the same time arrangements are being made for the better training of teachers; it is intended to open additional Normal Schools, and the scheme of instruction in these institutions is being revised, while the classes started for the retraining of teachers should keep the personnel efficient and interested in their work. The subordinate inspecting agency has also been increased to keep pace with the expansion in the number of schools.

4. The demand for Secondary education, which has been the subject of remark on previous occasions, continued to be in excess of the available accommodation. The financial limitations to Government enterprise are, however, beginning to be realised, and it may be hoped that with the growth of enlightened public opinion, funds will be forthcoming from private sources which will facilitate the establishment of institutions which, with the aid of contributions from Government, will be really efficient and will be able to supplement the educational organization of the Province so as to meet the growing needs in this direction. The scheme for the improvement of the pay and prospects of the members of the Subordinate Educational Service, which was brought into force at the beginning of the current year, offers substantial benefits which should attract eligible candidates for masterships in greater numbers than hitherto. The importance of physical training in Secondary Schools is now widely recognised, and the provision of play-grounds is regarded as a necessary part of the equipment of a school. The Chief Commissioner is gratified to observe from the report that progress in this respect has been well maintained and that, thanks to the zeal of the Inspectors which has infected pupils and staff, the important qualities of *esprit de corps* and self-control are being fostered in these schools by the encouragement of organised games and athletics.

5. The need for greater provision for Collegiate education has been felt for some time, and in this connection the announcement that it was proposed to establish an autonomous University for these Provinces has given wide-spread satisfaction and has evoked extensive interest and discussion. A representative committee is now engaged upon the preparation of a scheme for the University, and the results of its deliberations are awaited. The scholastic performances of the Arts Colleges during the year were satisfactory, and it is encouraging to learn that the advantages of a corporate academic life in college hostels are coming to be more fully appreciated. The desirability of including in the educational courses of the Provinces opportunities for technical instruction on practical lines has been met by the establishment of an Engineering School at Nagpur which is now commencing work. The institution of scholarships to enable the sons of cultivators to prosecute their studies at a High School and subsequently in the Agricultural College is another measure of reform which should encourage the study of scientific agriculture. Progress has been made with the equipment of High Schools with well-found laboratories, thereby furnishing an opportunity for the study of Natural Science and providing students with the means of adding a practical training to their purely literary studies.

6. Although the number of Girls schools remains the same there has been an increase in the number of pupils. A noteworthy feature in the development of female education in these Provinces is the progress of the Amraoti Girls High School. The establishment of this institution is creditable to the enlightened opinion of Berar and its development will be watched with interest. The progress of female education must depend at present on there being a sufficient supply of trained teachers, capable of winning the confidence of the people among whom they work, and the development of Normal Schools for Women is being examined in relation to this question. The inspecting agency of the Girls schools has been strengthened considerably during the year by the addition of an Inspectress and two Assistant Inspectresses, and the charge of the Girls schools of the Province has been divided into two Inspectresses' charges with an Inspectress and two Assistant Inspectresses in each.

7. The departure of Mr. Wright on sick leave during the year, at a period when the numerous schemes for educational development were being matured under his able guidance, entailed a serious loss on the Department, and Sir

Benjamin Robertson desires to place on record his appreciation of the competent manner in which Mr. Kilroe, Assistant Director, carried on the arduous duties that temporarily devolved upon him, and he also wishes to congratulate Mr. Mayhew upon the success he has achieved since assuming charge of the Directorship towards the close of the year.

ORDER—Ordered that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance, and that it be published in the *Central Provinces Gazette.*

A. BLENNERHASSETT,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur:—No. 1926, Civil Sectt.—13-12-14—400.

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No. 6517.

FROM,

THE HON'BLE MR. A. I. MAYHEW, B. A.,

OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 5th October 1914.

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1913-14.

Administration.

2. Mr. Wright, Director of Public Instruction, was compelled by the state of his health to take leave in the middle of November 1913. For three months Mr. Kilroe, Assistant Director of Public Instruction, officiated as head of the Department. I assumed control on February 20, 1914 on which date Mr. Kilroe reverted to his permanent post. The Department suffered a great loss through being deprived so suddenly of Mr. Wright's administrative skill and experience at a time when many important schemes were being considered and initiated.

Mr. Kilroe had no Assistant Director during the three months of his administration. I am in a position to appreciate the manner in which he performed single-handed his arduous duties and the special help that he has been able to give me at the outset of my work. But delay in the development of some of the larger schemes has been inevitable. The ordinary work of the Department has proceeded smoothly and without disturbance.

3. During the year the Department lost the services of Miss Lima, Assistant Inspectress of Schools, who died after eight years of valuable work.

4. The following additional posts were sanctioned during the year:—

Indian Educational Service.

Inspector of European Schools and Science.
Two Head Masters of High Schools.
A second Inspectress of Schools.

The appointment of the first-named officer, which has been rendered possible by the allotment of a portion of the 1913-14 Government of India grants, will relieve the Assistant Director of Public Instruction, who has hitherto been responsible also for the inspection of European Schools, and will have a marked effect on practical laboratory work in Secondary Schools.

Provincial Educational Service.

Two additional Assistant Inspectresses of Schools.

All the Assistant Inspectresses and the two Lady Superintendents of Female Normal Schools for women have been placed together in one cadre.

5. The new posts of Inspectress and Assistant Inspectresses were filled during the year. Miss Chamier, the new Inspectress of Schools, has had experience of administrative work as Assistant Inspectress of Schools under

the Bengal Government. Mr. Cheshire joined the Department in an Indian Educational Service post created in the previous year and was deputed to the Morris College.

6. The services of Mr. Jones were placed at the disposal of the North-West Frontier Province, where he officiated as Director of Public Instruction for 6½ months at the beginning of the year. At the close of the year he was placed on special duty in my office. During these periods Mr. Tostevin acted as Principal of the Morris College. Mr. Sells was deputed for brief periods to take part in conferences relating to the proposed Chiefs' College at Delhi.

General Remarks.

7. The year's figures show an increase of 333 schools and 28,314 scholars. The increase was most marked in boys' primary education, where it was rendered possible by the application of Government of India grants. The percentage of total number of male and female scholars to total population of school-going age rose from 14·85 to 16·21. The percentage ranges from 24 in Amraoti to 8 in Betul District. Throughout Berar the demand for boys' education in all stages is most marked, but I have been much impressed by the intense zeal for all branches of education displayed by various classes of the community throughout the Province. The present rate of increase could be increased greatly if sufficient funds and teachers were available. It is often forgotten that even where funds are available the supply of satisfactory teachers is not always immediately possible.

8. The practical interest taken both by officials and non-officials is also most marked and fruitful. The services rendered by District Officers deserve special mention. There are many Deputy Commissioners who by example and precept are stimulating not only teachers and pupils but also all their subordinate officers and influential private residents to help forward the cause of education. The relations of officers of this Department to District Officers are friendly and conducive to good results.

9. The total expenditure on education rose from Rs. 36,58,881 to Rs. 39,80,802. The total expenditure from Government of India grants was Rs. 4,61,369. During the year additional recurring grants amounting to Rs. 2,69,000 were received from the Government of India and arrangements made for their allotment under various heads. It was not possible to spend during the year the whole of the amount available for the year, but the balance is being devoted to non-recurring expenditure. Full details regarding the expenditure of these and previous grants have been given in a recently published Resolution of the Local Administration, and references to the allotments of the 1913-14 grants will be found under various heads of this report.

University.

10. The Government of India in 1913 drew attention to the necessity of limiting the area of jurisdiction of existing Universities by securing a separate University for each of the larger provinces, and announced their intention of establishing Universities in those provinces in which a demand has arisen for such institutions. In response to a widespread and earnest desire for autonomy in University matters in this Province, the Chief Commissioner, after ascertaining the trend of public opinion as to the form which the new University should take, has appointed a representative Committee to frame a scheme for the establishment of a University for the Central Provinces and Berar. It has been decided that the University shall be of a teaching type situated at Nagpur, with affiliated Colleges in other parts of the Province. The Committee, of which I am President, was finally constituted after the close of the year under review and is now engaged in its labours. Towards the close of the year under report, Mr. Jones was placed on special duty in my office for preliminary work in connection with the University, and he is now Secretary of the Committee.

Collegiate Education.

11. There was a further increase of 178 in the number of students undergoing Collegiate education. On all sides the inadequacy of the existing provision for University teaching in this Province has been admitted. It has been decided to establish a Government College at Amraoti, towards the building and equipment of which a sum of two lakhs is being provided from the King Edward Memorial Fund; but of this sum half a lakh is being specially

contributed by the Marwari community in Berar. A site has been selected and building plans are under consideration, but detailed proposals for the College have necessarily been delayed until the general outlines of the University in which it will eventually be incorporated have been determined. It is improbable that even the addition of this College will meet fully the growing needs of the whole Province. The matter is engaging the attention of the University Committee.

12. Good progress was made during the latter part of the year in the construction of new buildings for the Jubbulpore Arts College in a beautiful and healthy site, 3½ miles outside the town. Over two lakhs, including Rs. 30,000 from Government of India grants, had been spent by the close of the year, and the ultimate cost, inclusive of residential quarters for the staff and hostel accommodation for 200 students, will be approximately seven lakhs. The work will be completed before the close of 1915.

13. The Morris College is to be taken under the direct control of Government, and the Memorial funds at present devoted to its upkeep will be expended on various educational objects, including the award of scholarships for University education. Necessary steps towards the accomplishment of this project were taken during the year and will, it is hoped, be completed shortly.

14. The staffs of various Colleges were strengthened during the year—the Morris College by the addition of an Indian Education Service Professor, the Hislop College by the addition of a European Professor of high academic standing, and the College of Science by the appointment of an additional Professor of Chemistry and Demonstrator. The strength of the College of Science increased from 43 to 72. Further progress was made in Laboratory equipment, but the construction of a building has been postponed pending the settlement of the University question. As in previous years, a special class was held for the training of Science teachers.

15. In the University examinations there was marked improvement in the B. Sc. results and no distinct falling off in any Arts or Science results, which were well up to the general level of the Allahabad University. In the B. A. and Intermediate examinations the percentage of passes exceeded the University percentage.

16. A steady advance continues to be made in the direction of a vigorous and many-sided academic life in all the Colleges. Hostel residence becomes increasingly popular, and the existing hostel accommodation is in some cases insufficient. It is hoped that the Muhammadans will take full advantage of the special hostel provided during the year for their community in the Morris College. The Principal of the Jubbulpore College has opened an employment bureau, which is intended to bring ex-students in search of employment into close touch with employers.

17. The number of pupils in the High section of Secondary Schools increased by 42, and one new High School was established under Municipal management at Burhanpur. In the Middle stage of Secondary education there was an increase of 401 pupils and 8 new Middle Schools were established, of which one was a Government School—Anglo-Urdu—and 6 were the result of Municipal enterprise. Secondary Education—Boys.

18. The demand for Secondary education continues to exceed the supply, and there would have been a much larger increase of pupils if it had not been necessary in some schools to restrict admission. Steps have already been taken during the current year, in view of the present demand, to open the fifth standard of the promised Government High Schools at Damoh, Betul and Khamgaon, and to add additional sections to certain other schools within the limits wisely imposed by the Local Administration in 1911. The provincialization of some of the District Anglo-Vernacular Schools is also being considered during the current year.

19. Hitherto one of the obstacles to rapid expansion of Secondary education has been the shortage in the number of graduate candidates for teacher's posts. Under the scheme elaborated during the year under review and

sanctioned at the beginning of the current year, the minimum salary of graduate teachers has been raised to Rs. 60, regular promotion on a time scale secured, and a generous supply of special posts on higher pay for selected men provided. The minimum pay of undergraduate teachers has been raised to Rs. 40 and corresponding improvement has been made in higher grades. It is anticipated that the result of this step will be a large increase in the number of eligible candidates. This reorganisation has been rendered possible by a substantial allotment from the 1913-14 Government of India recurring grant.

20. During the next few years there will be a considerable expansion of aided Secondary education. People are gradually coming to understand the financial limitations of Government enterprise. At the same time the necessity for supplementing grants and fees by private funds and for securing a contented and efficient staff on adequate salaries is being emphasised. In Berar the desire for English education has in many places led the residents to support English classes attached to the District Board Primary Schools. These classes have now been separated from Primary Schools and will become Aided Anglo-Vernacular Schools if necessary funds are forthcoming. In regard to Secondary education, Municipalities now enjoy all the benefits of the Grant-in-Aid Code. Their zeal for Secondary education is conspicuous, but care has to be taken to see that their new Secondary Schools are efficient and not detrimental to the interests of Vernacular education. Aided Secondary Schools, adequately financed and carefully inspected, will be a most valuable asset to the Province, but under other conditions they will become a source of evil. The need for increasing the Inspectorate, with particular reference to the development of aided schools, is receiving due consideration.

21. As stated in the last report a portion of the Government grant for Aided Anglo-Vernacular Schools has been set apart for the institution of a Provident Fund for teachers in these schools. During the year a scheme was drafted which met with the general approval of School Managers. It is hoped that the fund, the inception of which demands most careful and detailed consideration, will be started before the close of this year.

22. During the year, 5 buildings, 2 laboratories and 1 hostel for Government Secondary Schools were completed ; 13 buildings and 1 laboratory were begun, and further progress made with 17 buildings, 1 laboratory and 3 hostels. From the 1913-14 Government of India grant a sum of Rs. 42,000 was allotted for the equipment of Government High Schools. From the special Government of India grant for Aided Anglo-Vernacular Schools over Rs. 13,000 was devoted to increasing the number of trained teachers, and grants were also made for equipment of these schools.

23. There was a large increase in the number of pupils who appeared for the Matriculation Examination of the Allahabad University 1914, and the percentage of passes rose from 39 to 42, which was also the University percentage.

24. Important changes were made during the year in the regulations for the award of Middle and High Schools Scholarships. Hitherto Middle School Scholarships have been awarded on the results of the old Primary examination, which was conducted as an annual examination in each Primary School by Deputy Inspectors. A public competitive examination called the Middle School Scholarship examination has now been instituted on the same lines as the High School Scholarship examination. Both examinations are now held solely for the award of scholarships. No certificates are issued and promotion from class to class is not determined by the results. But the winners of scholarships have prior claims to admission to Government Schools. No fees are charged for either examination. The age limit for the High School Scholarship has been reduced from 17 to 16.

Vernacular Middle Schools—Boys.

25. There was a slight increase of 386 pupils in the Vernacular Middle stage. The policy of improving specially selected schools with the help of Government grants was continued. The future of these schools has not yet been determined and is now being considered in connection with the reorganisation of Normal Schools, for which they must supply students and from which

they must receive competent teachers. In order to make these schools more attractive, experimental hostels have been opened in some cases to which boys from Primary Schools and other villages have been drafted. Though some success has been attained, there are many obstacles to a wide extension of such hostels. At present there is but little demand in the villages for the prolongation of Vernacular education beyond the primary stage, except as a prelude to the teaching profession. But some Municipalities are maintaining strong Vernacular Schools side by side with Anglo-Vernacular Schools. This is encouraging, and it is probable that an extension of this policy would relieve the pressure of Anglo-Vernacular Schools and afford scope to ambitious pupils who lack either funds or ability for Secondary education.

Primary Education—Boys.

26. There was an increase of 26,495 pupils under instruction. During the year a sum of over Rs. 58,000 was allotted from the 1913-14 Government of India grant for the opening of new Primary Schools and 259 schools were actually opened from this allotment. In regard to improvement of attendance, the influence of Deputy Commissioners and their subordinate officers is of paramount importance. In some districts where the Deputy Commissioner has shown a special interest, there has been a noticeable increase in attendance, but in all districts the Revenue Officers have been helpful.

27. Advance in Primary education should be estimated particularly with reference to the increase of pupils in higher classes of Primary Schools. It is satisfactory to note an increase of 3,422 pupils in the Upper Primary stage of instruction. But the increase in the number of students passing the Upper Primary examination is lamentably small, which indicates an absence of improvement in the quality of instruction. Frequent references are made in the annual reports of Deputy Commissioners and District Councils to the inferiority of Primary School instruction. The opinion is often expressed that further expansion should be delayed until better training and higher salaries have produced a more efficient staff of teachers. With training I deal below. In regard to pay and prospects of teachers, the pension scheme referred to in paragraph 15 of last year's report has been brought into force from the beginning of current year, the expenditure being met from the Government of India grants. It provides not only pension for all teachers on Rs. 11 and upwards in District Council Schools in the Central Provinces, but also for the raising of the pay of certificated teachers to the pensionable level. The elimination of all posts with salaries of less than Rs. 8 will probably be the next step. It is realised that these are only preliminary measures in a vitally important programme.

28. The expansion of Primary education necessitates additions to the Subordinate Inspecting Agency. During the year five additional Deputy Inspectors were appointed, the cost being met by an allotment from the 1913-14 Government of India grant. The urgent demands made for extra help for Muhammadan Schools in Berar and for three districts of the Central Provinces are under consideration. Deputy Inspectors have been grouped with graduate teachers of Secondary Schools in the scheme alluded to in paragraph 19. The work of Deputy Inspectors has received in almost every case the warm approval of Deputy Commissioners and District Councils.

29. No money was allotted during the year from the Government of India grants for the construction of school buildings. But preliminary steps were taken for the allotment of a sum of 5 lakhs for this purpose at the beginning of the current year. Buildings were constructed for 107 schools, but there are still heavy arrears in the building programme. In this matter the needs of Municipalities seem to be even more urgent than those of District Councils. In large towns the construction of suitable buildings in healthy localities is often difficult and expensive, while on the other hand the hygienic evils of overcrowding are more marked. In the campaign against tuberculosis the provision of ample and well-ventilated buildings plays an important part.

Training of teachers.

30. The Training College at Jubbulpore continues to do excellent work. The examination results of the College and Model High Schools are most satisfactory, and teachers who have passed through the institution show unmistak-

ably the beneficial results of their training. Mr. Spence's enthusiasm is evidently contagious. The much-needed expansion of the College work will be considered in connection with the University scheme.

31. The vexed question of the future of the Normal Schools could not be settled during the year under review. A scheme on the lines suggested by Mr. Wright is now being elaborated, and preliminary steps have already been taken in the building programme that the scheme will necessitate. The Re-Training Class at Jubbulpore referred to in the last report has been opened in July this year and, in addition to preparations for this class, further progress was made last year by the provision of similar accommodation for similar classes at Amraoti and Nagpur. The Practising Schools at Nagpur and Khandwa have been raised to the Vernacular Middle grade, and certain improvements in the Normal Schools staff have been effected by allotments from the Government of India grant. The enrolment of more students in the condemned Training Classes has been stopped with effect from the beginning of this year.

32. It is interesting to note that various missions engaged in educational work are seriously considering the establishment of central training institutions for their Primary School teachers.

Technical and Special Education.

33. The buildings of the Engineering School referred to in the last report have been completed and include workshops, hostel, and Superintendent's quarters. The theoretical portion of the course is taken in the College of Science lecture rooms. The School could not be opened till July 1st in the current year. Preparations are on foot for attaching to it a class for motor chauffeurs and mechanics. A thoroughly competent Superintendent of Workshops has been secured. His experience in an important British motor-car factory will be most valuable for the motor class.

34. From the 1913-14 Government of India grant a sum of Rs. 4,000 was transferred to the Agricultural Department for the award of scholarships to sons of cultivators for study in High Schools and subsequently in the Agricultural College. The scheme is likely to be most fruitful in results.

35. Satisfactory progress continues in the Reformatory School at Jubbulpore.

36. The few Aided Industrial Schools require more efficient inspection and advice than can be given by this Department.

Female Education.

37. There was no increase in the total number of institutions for Indian girls. But the number of pupils in these institutions increased from 17,653 to 18,524. In the strength of Anglo-Vernacular Schools there was no appreciable advance. Two candidates appeared for the Matriculation Examination and one passed. For the Girls' High School, Amraoti, the establishment of which was recorded in last year's report, the temporary services of an Assistant Inspectress, Miss Green, were obtained from the Government of the United Provinces. She established excellent relations with the School Committee, and by the end of the year the strength had risen to 26. Most of the pupils, however, were in the elementary stage of instruction. The hostel opened during the year will soon be full. There are many signs of growing interest in higher female education in Berar, and it will not be difficult to obtain pupils for the higher classes when we have secured for them competent teachers. The School Committee, which includes influential Indian ladies, is working hard on behalf of the institution, and with their help many difficult problems connected with the School will gradually be solved. A sum of Rs. 3,000 was allotted from the 1913-14 Government of India grant for the improvement of the School.

38. In the Vernacular Middle stage there was a slight increase in strength but no marked development. The Inspectresses believe that improvement in the staff of Vernacular Middle Schools will increase their popularity. In the Primary stage the strength has increased by 856. Four experimental aided schools were provincialised.

39. The increase in the female Inspecting Agency referred to in paragraph 4 will improve the quality of work in all schools. Of the two Inspectresses, one is now in charge of the Nagpur and Berar Divisions and of Chhindwara and Seoni Districts, while the other has the remaining districts of the Jubbulpore and Nerbudda Divisions and the whole of the Chhattisgarh Division. Each Inspectress has two Assistant Inspectresses at her disposal. But neither in quantity nor in quality can there be much improvement until the supply of competent teachers, winning full local confidence, has been more adequately secured. The utilisation for this purpose of the unallotted portion of 1913-14 India grant set apart for female education is under consideration, but the question is not merely one of funds. The development of Normal Schools for women is being considered in relation to the supply of teachers. The Schools at Jubbulpore and Amraoti are doing as well as can be expected in the existing circumstances. The shortage of suitable candidates for training is felt more keenly in the Marathi Districts than in the Hindi area.

40. The number of girls reading in boys' schools rose from 13,684 to 15,690 under the fostering influence of rewards to teachers in boys' schools who show enterprise in the enrolment of girls. This system is excellent in so far as it prepares the way for the establishment first of an aided school and later on of a Government Girls' School. Stricter regulations regarding the age of girls admitted to boys' schools will probably be required. The difficulty of getting aided schools started even where there are many girls reading in the local boys' schools is partly financial and partly due to a lack of confidence in the teachers of girls' schools.

41. The good work that is being done in many Mission Girls' Schools deserves record. In many cases careful supervision and careful education of teachers have produced creditable results.

42. One Primary School was closed during the year owing to poor attendance. There was an increase of about 100 in the average strength of Primary Schools and a slight falling-off in High and Middle Schools. European Education.

43. The decrease in expenditure from Provincial Funds is due to the fact that a smaller amount was paid during the year as special grants for buildings and equipment. The increase in fee receipts is mainly under boarding charges. From the 1913-14 recurring grant from the Government of India a sum of Rs. 18,000 was set aside for European Schools, the total recurring grants from this source now amounting to Rs. 31,000. Proposals are under consideration for the use of an unallotted balance of about Rs. 10,000 from this amount. Part of the cost of the newly created post of Inspector of European Schools and Science has been debited to the 1913-14 grant. Further grants for buildings have been sanctioned from the 1½ lakhs non-recurring grant referred to in the last report, and proposals for the expenditure of a balance of about Rs. 74,000 are under consideration.

44. A Provident Fund for teachers has been opened in the Christ Church School, Jubbulpore.

45. Of the many important problems relating to European Education which will engage the attention of the new Inspector of European Schools and Science perhaps the most urgent is that relating to the provision of education for children who are at present deprived of its benefits owing to poverty or residence in a schoolless area or owing to both these reasons. I hope to arrange for a census of such children and to be able to find funds necessary for solution of the problem. During 1913-14 provincial grants and scholarships on behalf of orphans and poor children amounted to Rs. 18,587, from which 182 children, 11 per cent of the total number enrolled, were helped. This year 223 applications have already been received, some of which have been rejected for want of funds. The financial position of some schools is unsatisfactory, and the question of raising the rates of fees in such schools requires thorough investigation.

46. There has been an increase of nearly 2,000 in the total number of Muhammadan pupils in all classes of schools. Under Collegiate education there has been a slight increase, but the absence of any marked advance in Secondary Muhammadan Education.

education is disappointing. In female education numerical progress has been made. From the 1913-14 Government of India recurring grants a sum of Rs. 10,000 was set apart for Muhammadan Schools, most of which was devoted to the construction of the Muhammadan High School Hostel at Amraoti.

Aborigines and backward classes.

47. The statistics show an increase during the year of 9,000 pupils. The difficulty of classification destroys confidence in these statistics, but there can be no doubt that the demand for education among these classes is growing, particularly among the Gonds in Mandla District.

48. Proposals were made during the year by the Commissioner of Chhattisgarh Division for improving the educational position of the important Chamar communities in his Division, and experimental measures will accordingly be taken this year. In Berar there has been some advance in low-caste education.

Feudatory States.

49. There has been satisfactory increase in the number of schools and scholars, and Mr. Mitchell's report indicates laudable activity and enthusiasm on the part of the Feudatory Chiefs under the present system, which "throws the responsibility for education on the individual ruler and tends to identify them with and stimulate their zeal and interest in the educational progress of their States." The year's work of the Rajkumar College was satisfactory, and I was much impressed on my visit by the enthusiasm of Mr. Stow, his staff and pupils. A sum of Rs. 50,000 from a Government of India grant was allotted to the additional College buildings which are now under construction.

Physical and moral training.

50 A scheme for more thorough medical inspection of schools is under consideration.

51. Progress in games continues to be most satisfactory, and particular attention is being paid to physical education by all Inspectors, whose enthusiasm has now infected the pupils and to some extent the staffs of Secondary Schools. Thanks to a generous allotment by the Government of India of 1½ lakhs for hygiene development, it will be possible to make ample provision for playing grounds for all Secondary Schools. Preparations for the expenditure of this sum were made during 1913-14 and a first instalment of grants sanctioned early in the current year.

52. Some Inspectors, ably backed by District Officers, have been encouraging with marked results the playing of foot-ball by Vernacular School boys, thus beginning a movement which may have a far-reaching effect on village life.

53. Here and there useful experiments are being tried under careful supervision in the direction of definite moral instruction and the formation of societies intended to direct the activities and enthusiasm of school boys into profitable channels. It is clearly understood that moral training is not merely or mainly a question of instruction and that virtue only grows out of virtuous acts.

Text-Book Committee.

54. 225 books were sanctioned for use during the year. 117 books were referred to a preliminary reader and 18 to the Text Book Committee, while 337 were disposed of by the Director of Public Instruction.

Students' Advisory Committee.

55. The Committee continued to do useful work. 95 cases were dealt with in addition to general work. Mr. F. M. Cheshire, who before joining this Department was Assistant to the Educational Adviser of Indian Students in London, was appropriately appointed to the Committee. With the permission of the Local Administration he has been asked to advise Secretaries of other Provincial Committees in India.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

Director of Public Instruction, Central Provinces.

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1913-14.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and Population.					Public Institutions.								Private Institutions.		Grand Total.	Percentage of—	Remarks.
					Collegiate Education.		School Education, General.			School Education, Special.							
								Primary Schools.									
Total area in square miles.	Number of towns* and villages.	Population.	Institutions and scholars.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4		5	6	7	8	9	10	11	12	13	14	15	16	17
British Territory 99,823	Towns. British Territory. 112	Males. British Territory. 6,930,392	Institutions.	For Males ...	4	2	392	2,784	1,062	6	8	4,258	8	2	4,268	9·41 Institutions to number of towns and villages.	
Native States 18,112	Towns. Native States. 5	Males. Native States. 835,615															
Total ... 1,17,935	Total ... 117	Total ... 7,766,007		For Females ...	...	...	42	227	93	2	1	365	...	1	366	·80	
	Villages. British Territory. 39,005	Females. British Territory. 6,985,916		Total ...	4	2	434	3,011	1,155	8	9	4,623	8	3	4,634	10·22	
	Villages. Native States. 6,188	Females. Native States. 848,077	Scholars.	Males ...	860	196	52,284	228,658	46,006	468	372	328,844	161	67	329,072	28·25 Male scholars to male population of school-going age.†	
	Total ... 4,5193	Total ... 7,833,993														Female scholars to female population of school-going age‡	
	GRAND TOTAL. 45,310	GRAND TOTAL 15,600,000		Females ...	...	...	2,817	27,741	5,310	59	33	35,960	...	96	36,056	3·06	
				Total ...	860	196	55,101	256,399	51,316	527	405	364,804	161	163	365,128	15·60	

NOTE—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under the supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.§							
	Collegiate Education.		School Education, General.			School Education, Special.		Total.
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All others Special Schools.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	1,96,231	50,313	9,59,565	10,66,186	1,50,157	82,483	40,629	25,45,564
For Females ...	...	...	64,869	1,39,553	20,389	20,771	2,805	2,48,387
Total ...	1,96,231	50,313	10,24,434	12,05,739	1,70,546	1,03,254	43,434	27,93,951
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—18 to Total Provincial Expenditure on Public Instruction.	7·33	2·93	19·64	9·22	·97	7·47	2·25	49·78
(*b*) Precentages* of District Fund Expenditure included in columns 2—18 to Total District Fund Expenditure on Public Instruction.	...	...	14·02	52·15	7·45	...	...	73·70
(*c*) Percentages* of Municipal Expenditure included in columns 2—18 to Total Municipal Expenditure on Public Instruction.	...	...	30·94	42·96	1·61	...	·42	75·94
(*d*) Percentages of Total Expenditure in columns 2—18 to Total Expenditure on Public Instruction.	4·75	1·22	24·81	29·19	4·12	2·04	1·05	67·65
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution. Cost to Provincial Revenues.	233 11 3	599 12 0	15 4 8	7 8 3	5 7 1	204 0 8	338 1 4	20 5 5
Cost to District and Municipal Funds.	...	...	0 0 1	0 0 1	...	...	...	0 0 1
Total Cost ..	292 6 10	599 12 0	21 0 1	7 9 8	5 7 10	204 0 11	338 1 4	27 2 7
District Fund Schools .. Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	6 9 8	4 3 3	2 14 8	...	...	4 5 2
Total Cost ...	...	...	6 9 8	4 3 3	2 14 8	...	...	4 5 2
Municipal Schools ... Cost to Provincial Revenues.	...	...	...	...	...	...	...	...
Cost to Municipal Funds...	...	...	15 13 7	5 14 5	4 3 2	...	...	7 15 4
Total Cost ...	...	...	15 13 7	5 14 5	4 3 2	...	...	7 15 4
Institutions in Feudatory States. Cost to Native State Revenues.	...	...	27 6 11	1 8 7	0 2 11	..	...	2 10 6
Cost to District and Municipal Funds.	...	...	2 9 9	1 1 0	0 5 8	...	...	1 0 6
Total Cost ...	..	...	31 4 0	2 12 4	2 4 10	...	...	4 2 3
Aided Institutions ... Cost to Provincial Revenues.	55 3 1	31 0 1	16 14 4	3 11 1	0 6 3	...	66 8 2	8 6 0
Cost to District and Municipal Funds.	...	...	0 7 11	0 15 7	1 12 3	...	6 10 8	1 1 3
Total Cost ...	195 2 4	106 6 8	50 15 3	12 4 11	5 6 1	...	114 6 3	26 8 7
Unaided Institution ... Total Cost ...	...	...	46 6 1	5 8 0	3 12 7	...	12 6 7	6 4 1
All Institutions ... Cost to Provincial Revenues.	118 10 8	213 9 8	4 14 5	0 8 2	0 4 2	204 0 8	80 4 1	1 14 10
Cost to District and Municipal Funds.	...	...	5 12 1	3 9 5	2 2 11	...	6 10 8	3 11 1
Total Cost ...	229 12 5	264 12 10	18 7 11	4 13 9	3 5 7	204 0 11	112 15 1	7 13 6

TABLE II.

Central Provinces and Berar for the official year 1913-14.

Total Indirect Expenditure on Public Instruction. §								Total expenditure on Public Instruction.	Remarks.
University	Direction.	Inspection.	Scholarships.	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	57,529	2 31,909	70,081	4,83,302	1,35,928	2,28,727	12,07,476	37,53,040	
...	...	25,582	7,150	40 768	3,970	50,816	1,28,286	3,76,673	
...	57,529	2,57,491	77,231	5,24 070	1,39,898	2,79,543	13,35,762	41,29,713	
...	4·16	17·41	4 66	6·96	6·05	10·98	50·22	100·00	
...	...	·34	·22	21·30	2·36	2·05	26·30	100·00	
...	...	...	·99	17·72	1·77	3·56	24·06	100·00	
...	1·39	6·23	1·87	12·69	3·38	6 76	32·35	100·00	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.
† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.
‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.
§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the Central

Class of Institution.	Public					
	Under Pub					
	Managed by Government.				Managed by District	
	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.
1	2	3	4	5	6	7
ARTS COLLEGES.						
Collegiate Education. English	2	300	304	258	..	...
Collegiate Education. Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. Law	...	...	...	...	...	...
Collegiate Education. Medicine	...	...	...	...	...	...
Collegiate Education. Engineering	...	...	...	...	...	...
Collegiate Education. Teaching	1	64	61	57	...	...
Collegiate Education. Agriculture	...	...	..	..	...	...
Total	3	364	365	315	...	...
SECONDARY SCHOOLS.						
School Education, General. For Boys... High Schools ...	15	1,745	1,891	1,606	3	214
School Education, General. For Boys... Middle Schools. English	40	5,987	6,401	5,656	38	3,944
School Education, General. For Boys... Middle Schools. Vernacular	3	279	267	231	205	32,893
School Education, General. For Girls... High Schools	* 1	...	...	...	...	...
School Education, General. For Girls... Middle Schools. English	1	21	16	16	...	...
School Education, General. For Girls... Middle Schools. Vernacular	9	958	949	690	...	...
Total	69	8,990	9,524	8,199	246	37,051
PRIMARY SCHOOLS.						
School Education, General. For Boys .. Upper	11	1,265	1,067	845	2,325	203,634
School Education, General. For Boys .. Lower	1	...	80	30	663	34,698
School Education, General. For Girls. Upper	152	9,617	8,972	6,394	2	102
School Education, General. For Girls. Lower	50	2,094	2,042	1,478	...	...
Total	214	12,976	12,161	8,747	2,990	238,434
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. Training Schools for Masters	6	468	448	453	...	...
School Education, Special. Training Schools for Mistresses	2	59	58	47	...	...
School Education, Special. Schools of Art	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...
School Education, Special. Medical Schools	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools	...	...	...	...	...	...
School Education, Special. Industrial Schools	...	...	...	...	...	...
School Education, Special. Commercial Schools	...	...	...	...	...	...
School Education, Special. Agricultural Schools	...	...	...	...	...	...
School Education, Special. Other Schools, Reformatory	1	50	48	47	...	...
Total	9	577	554	547	...	...
Total of Colleges and Schools of Public Instruction.	295	22,907	22,604	17,808	3,236	275,485

I.—For the purposes of columns 24, 25 and 26, the language through which instruction is imparted should be adopted as the basis a Classical or Vernacular language does not form part of their curriculum. The term classical language in column 25

II.—Mixed schools should be shown as boys' schools or as girls' schools according as the number of boys or of girls is greater.

III.—Where boys and girls attend the same school the number of girls in boys' schools and the number of boys in girls' schools

IV.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 10 to

* Statistics relating to this institution are shown under Middle

RAL TABLE III.

[illegible] for the official year 1913-14.

		Managed by Native States.				Under Private Management.			
						Aided by Government or by District Municipal Boards.			
[illegible]	[illegible]	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of Scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
8	9	10	11	12	13	14	15	16	17
...	...	...	...	...	...	2	560	550	459
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	1	132	129	109
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	3	692	679	568
187	147	3	119	111	89	18	1,537	1,612	1,369
4,171	3,519	10	536	549	447	28	2,916	2,978	2,627
32,368	24,878	6	589	605	442	13	1,588	1,559	1,231
...	...	...	...	...	...	4	22	22	21
...	...	...	...	...	...	10	269	277	249
...	...	...	...	...	...	15	1,049	995	851
36,726	28,544	19	1,244	1,265	938	88	7,381	7,443	6,348
148,827	148,620	207	21,028	19,669	14,867	154	10,390	10,091	7,992
34,563	22,071	74	3,343	3,229	2,217	168	4,734	4,651	3,774
114	79	12	871	813	604	60	3,882	3,699	2,802
...	...	3	189	167	140	12	342	336	145
183,504	171,370	296	25,431	23,878	17,828	394	19,348	18,777	14,713
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	243	225	208
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	6	243	225	208
279,230	[illegible]74	315	26,675	25,143	18,766	491	27,664	27,224	21,845

[illegible] of Colleges or Departments of Colleges for professional training and such special schools where the study of English or [illegible] European and Oriental classical languages.

[illegible] are shown in columns 35 and 36, respectively.
[illegible] not in columns 2 to 5.
[illegible] as no High School classes have yet been opened.

Return of Colleges, Schools and Scholars in the Central

	Class of Institutions.	Public Instruction.—*Concld.* Under Private Management.—*Concld.* Unaided. Number of Institutions.	Unaided. Number of Scholars on the rolls on 31st March.	Unaided. Average number on the rolls monthly during the year.	Unaided. Average daily attendance.	Grand Total of Public institutions.	Grand Total of Scholars on the 31st March.	Number of Scholars on the 31st March learning. English.	Classical language.	Vernacular language.
	1	18	19	20	21	22	23	24	25	26
	ARTS COLLEGES.									
Collegiate Education.	English	...	...	...	...	4	860	860	434	...
	Oriental	...	...	...	...	...	...	...	...	...
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
	Law	...	...	..	...	1	132	132	...	...
	Medicine	...	..	...	...	...	...	...	...	...
	Engineering	...	...	...	...	...	...	...	...	...
	Teaching	...	..	...	...	1	64	64	...	56
	Agriculture	...	...	..	..	...	...	...	...	...
	Total ...	...	...	...	...	6	1,056	1,056	434	56
	SECONDARY SCHOOLS.									
School Education, General.	For Boys. High Schools	1	16	14	12	40	3,631	3,631	1,929	1,807
	For Boys. Middle Schools.. English ...	7	332	327	261	123	13,715	13,715	1,051	13,580
	For Boys. Middle Schools.. Vernacular..	2	73	72	61	229	35,422	19	...	35,422
	For Girls. High Schools	2	14	15	13	7	36	36	22	14
	For Girls. Middle Schools.. English ...	...	...	...	...	11	290	275	89	145
	For Girls. Middle Schools.. Vernacular .	...	...	...	...	24	2,007	26	...	90
	Total ...	12	435	428	347	434	55,101	17,682	3,121	51,058
	PRIMARY SCHOOLS.									
	For Boys. Upper	87	5,566	4,661	3,368	2,784	241,883	1,429	203	241,407
	For Boys. Lower	156	4,881	4,821	3,468	1,062	47,656	...	...	47,656
	For Girls. Upper	1	44	54	24	227	14,516	766	269	13,750
	For Girls. Lower	28	1,035	987	715	93	3,660	...	...	3,660
	Total ...	272	11,526	10,523	7,575	4,166	307,715	2,195	472	306,563
	SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education. Special.	Training Schools for Masters ...	...	...	..	...	6	468	...	89	468
	Training Schools for Mistresses ...	...	...	...	...	2	59	...	...	59
	Schools of Art	...	...	...	...	...	...	...	...	...
	Law Schools	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...
	Engineering and Surveying Schools ...	...	...	...	...	...	...	...	...	...
	Industrial Schools	2	112	116	105	8	355	24	...	331
	Commercial Schools	...	...	...	...	...	...	...	...	...
	Agricultural Schools	...	...	...	...	...	...	...	...	...
	Other Schools, Reformatory ...	...	...	...	...	1	50	...	...	50
	Total ...	2	112	116	105	17	932	24	89	908
	TOTAL OF COLLEGES OR SCHOOLS OF PUBLIC INSTRUCTION.	286	12,073	11,067	8,132	4,623	364,804	...	...	...
Private Institutions.	1.—Advanced teaching—									
	(a) Arabic or Persian ...	1	12	11	9	1	12	...	12	...
	(b) Sanskrit	7	149	145	127	7	149	...	149	...
	(c) Any other Oriental Classic ...	...	...	...	...	...	...	...	...	...
	2.—Elementary teaching a Vernacular only or mainly. For Boys..	...	...	...	...	...	...	...	...	...
	2.—Elementary teaching a Vernacular only or mainly. „ Girls...	...	...	...	...	...	...	...	...	...
	3.—Elementary, teaching the Koran. For Boys...	2	67	60	57	2	67	...	...	67
	3.—Elementary, teaching the Koran. „ Girls...	1	96	90	69	1	96	...	...	96
	4.—Other Schools not conforming to Departmental Standards. For Boys...	...	...	...	...	...	...	...	...	...
	4.—Other Schools not conforming to Departmental Standards. „ Girls...	...	...	...	...	...	...	...	...	...
	Total ...	11	324	306	262	11	324	...	161	163
	GRAND TOTAL ..	296	12,397	11,373	8,394	4,634	365,128	20,957	4,277	358,748

Pounds and Be a ter le official yea 1913-14.—(Concld.)

									Number of Girls in Boys' School.	Number of Boys in Girls School.	Remarks.
2	28	31	32	32	33	33	34	35	36	37	38
11	9	606	171	53	3	6	...	1	..	...	
...		...	...	...	...	...	...	...	...	...	
1	...	102	20	8	...	1	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
..	5	47	10	2	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
12	14	755	201	63	3	7	...	1	...	...	
54	11	1,853	1,241	380	14	18	...	2	7	...	
103	54	4 0 4	6 234	1,788	93	32	45	62	14	...	
.	623	4 3	25,873	2,483	461	4	571	539	526	...	
23	13	...	...	...	..	..	...	...	...	...	
133	123	14	12	2	...	6	...	...	...	...	
...	6	478	706	139	23	...	8	3	...	63	
403	1	11 707	34,066	5,292	5 1	50	624	606	547	63	
40	101	21 48	168,335	21,170	676	53	17,335	11,408	13,493	...	
...	1	2 047	33 193	3,775	102	65	6,618	2,202	1,650	...	
707	4	3,1 05	8,396	1,374	10	30	210	258	...	268	
	11	5 8	1,803	968	27	50	41	82	..	...	
1 112	1 7	27,144	211,727	26,787	824	207	24 213	13,950	15,143	268	
...	11	126	248	80	...	...	3	...	...	...	
...	5	12	41	1	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
68	261	10	14	2	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	3	3	18	10	..	...	4	12	...	...	
68	280	151	321	93	...	...	7	12	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	..	...	...	12	...	...	...	...	...	...	
...	...	137	12	...	...	...	...	...	...	...	
...	..	...	...	...	...	...	...	...	...	...	
..	.	...	..	...	...	...	...	...	...	...	
	...	...	...	67	...	...	..	...	...	...	
...	...	...	...	96	...	...	...	...	...	...	
	...	...	...	...	...	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	137	12	175	...	...	...	...	...	...	
1 505	3 9		24 227	32,410	1,418	264	24,844	14,569	15,690	331	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March classified according to Sex, Race or Creed, for the official year 1913-14.

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	11	9	606	171	53	3	6	...	1
	Female	...	...	...	...	...	...	...	...	...
Oriental	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law	Male	1	...	102	20	8	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	5	47	10	2	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	12	14	755	201	63	3	7	...	1
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	48	69	1,852	1,241	380	14	18	...	2
	Female	6	...	1	...	...	...	...	...	...
Middle Schools—										
English	Male	133	280	4,994	6,234	1,788	93	22	45	62
	Female	10	4	...	...	...	...	...	...	...
Vernacular	Male	...	623	4,265	25,503	2,976	449	4	554	522
	Female	...	...	103	370	7	12	...	17	17
For Girls.										
High Schools	Male	...	...	...	...	...	...	...	...	...
	Female	23	13	...	...	...	...	...	...	...
Middle Schools—										
English	Male	...	...	...	...	...	...	...	...	...
	Female	133	123	14	12	2	...	6	...	...
Vernacular	Male	...	61	2	...	...	...	...	...	...
	Female	...	589	475	706	139	23	...	8	3
	Total	403	1,762	11,707	31,066	5,292	591	50	624	606

EDUCATION—GENERAL TABLE III-A.

[illegible] according to Sex Race, or Creed, for [illegible] 1913-14.—(Contd.)

						Muhammedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
[illegible]										
	Male	...	13	978	20,431	158,221	20,678	658	49	16,246	10,826
	Female	...	02	74	1,018	10,114	492	18	4	1,089	582
	Male	...	...	154	1,120	32,243	3,094	97	65	6,353	2,080
	Female	...	...	...	127	150	181	5	...	265	122
[illegible] Girls											
	Male	...	20[illegible]	12	12	31	...	...	8	...	...
[illegible]	Female	...	[illegible]12	484	2,096	8,365	1,374	19	31	219	258
[illegible]	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	91	508	1,803	968	27	50	41	82
	Total	...	1,112	1,753	27,142	211,727	26,787	824	207	24,213	13,950
[illegible] OF EDUCATION—SPECIAL.											
[illegible] OR SPECIAL INSTRUCTION.											
Trade Schools	Male	...	...	11	126	248	80	...	...	3	...
	Female	...	...	5	12	41	1	...	...	...	...
Schools of Art	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Industrial Schools	Male	...	68	261	10	14	2	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Other Schools	Male	...	...	3	3	18	10	...	...	4	12
	Female	...	...	...	...	...	...	...	...	...	...
	Total	...	68	280	151	321	93	...	...	7	12
Total of Colleges and Schools of Public Instruction.			1,595	3,809	39,755	246,315	32,235	1,418	264	24,844	14,569
PRIVATE INSTITUTIONS.											
1 Advanced Teaching—											
a Arabic or Persian	Male	...	...	...	...	...	12	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
b Sanskrit	Male	...	...	...	137	12	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
c Any other Oriental classes.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1913-14.—(Concld.)

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
SCHOOL EDUCATION—SPECIAL.—(*Concld.*)										
PRIVATE INSTITUTIONS.—(*Concld.*)										
2. Elementary Teaching—A. Vernacular only or mainly.—										
For Boys	Male	..	...	...	...	.	..	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	..	...	...	...
3. Elementary Teaching—the Koran only—										
For Boys	Male ...	...	...	...	..	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls	Male ...	...	...		. .	67	...	...	...	...
	Female ...	...	...	...	..	96	...	...	...	...
Other schools not conforming to Departmental standards—										
For Boys	Male ...	..	...	. ..	...	...	...	...	...	...
	Female ..	...	...	...	..	...	...	...	...	...
For Girls	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...		...	...	137	12	175	...	...	...	...
GRAND TOTAL ...		1,595	3,809	39,892	246,327	32,410	1,418	264	24,844	14,569

TABLES.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public — Managed by Government.						Under Public
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	2	3	4	5	6	7	8
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
COLLEGIATE EDUCATION. English	71,046	...	...	17,853	...	...	88,899
Oriental	...	...	..	..	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Law	...	...	...	...	...	...	...
Medicine	...	...	...	...	..	...	...
Engineering	...	...	...	...	...	...	...
Teaching	36,585	...	...	...	...	...	36,585
Agriculture	...	...	...	...	...	...	...
Total	1,07,631	...	...	17,853	...	...	1,25,484
SECONDARY SCHOOLS.							
SCHOOL EDUCATION, GENERAL. For Boys — High Schools	46,408	7	17	70,415	93	840	1,17,780
For Boys — Middle Schools — English	80,128	13	33	61,253	1,570	965	1,43,962
For Boys — Middle Schools — Vernacular	7,456	...	...	168	...	...	7,624
For Girls — High Schools	...	...	...	...	...	...	...
For Girls — Middle Schools — English	5,005	...	...	...	...	...	5,005
For Girls — Middle Schools — Vernacular	6,675	...	12	...	...	...	6,687
Total	1,45,672	20	62	1,31,836	6,663	1,805	2,81,058
PRIMARY SCHOOLS.							
For Boys — Upper	10,815	...	...	418	...	360	11,593
For Boys — Lower	319	...	...	...	...	...	319
For Girls — Upper	64,636	...	78	...	83	...	64,797
For Girls — Lower	11,228	...	...	...	...	...	11,228
Total	86,998	...	78	418	83	360	87,937
SCHOOLS FOR SPECIAL INSTRUCTION.							
SCHOOL EDUCATION, SPECIAL. Training Schools for Masters	82,475	...	...	...	...	8	82,483
Training Schools for Mistresses	20,771	...	...	...	...	...	20,771
School of Arts	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Engineering and Surveying Schools	...	...	...	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...
Other Schools—Reformatory	16,255	...	...	...	...	...	16,255
Total	1,19,501	...	...	...	...	8	1,19,509
Buildings	6,076	...	...	...	...	...	6,076
Furniture and apparatus (special grants only)	78,393	...	...	449	487	...	79,329
Total	84,469	...	...	449	487	...	85,405
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
SCHOLARSHIPS HELD IN Arts Colleges	...	...	...	...	...	...	...
Medical Colleges	...	...	...	...	...	...	...
Professional Colleges	...	...	...	...	...	...	...
Secondary Schools	...	...	...	...	...	...	...
Primary Schools	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...
Technical and Industrial Schools	...	...	...	...	...	...	...
Other special schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION	5,44,271	20	140	1,50,556	2,233	2,173	6,99,393

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school managed by the Government (or by District or Municipal Board) exceeds the expenditure, school being thus equalised. If in such school the income from fees or other private sources alone exceeds

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the subfees also. The actual receipts from Provincial Revenues and from Local and Municipal Funds should be

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contribution from fees or other they belong.

V.—The expenditure under 'University', 'Direction', 'Inspection' 'Scholarships' and Miscellaneous should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35 and 36.

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in columns 16 to

Management

Managed by District or Municipal Boards.							Maintained by Feudatory States.						
Provincial Revenues	District Funds.	Municipal Funds.	Fees.	Subscriptions	Endowments and other sources	Total	Native State Revenues.	Local Funds in Native States.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9	10	11	12	13	14	15	16	17	18	19	20	21	22
Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	..	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	..	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	9,472	...	...	...	9,472	17,083	...	...	905	...	...	17,988
...	13,637	76,656	...	...	...	90,293	13,633	392	1,611	856	...	...	16,492
..	1,84 509	20,412	...	...	...	2,05,011	3,989	531	480	45	10	...	5,055
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	...	...	...
...	1,98,236	1,06 500	...	...	...	3,04,736	34,705	923	2,091	1,806	10	...	39,535
...	7,36,423	1,39,816	...	...	...	8,76,239	28,230	18,851	2,365	1,186	2,326	...	52,958
...	97 791	4,519	...	...	...	1,02,310	398	1,154	...	386	5,194	...	7,132
...	143	587	...	...	...	730	3,311	548	...	...	...	...	3,859
...	..	...	...	...	...	...	248	...	...	...	465	...	713
...	8,34,357	1,44,932	...	...	...	9,79,279	32,187	20,553	2,365	1,572	7,985	...	64,662
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	..	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	3,01,212	62,526	...	...	...	3,63,738	5,680	149	...	444	2,666	...	8,939
...	33,471	6,250	...	..	...	39,721	2,863	...	1,616	1,608	1,586	...	7,673
...	3,34,683	68,776	...	...	...	4,03,459	8,543	149	1,616	2,052	4,252	...	16,612
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	..	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
..	..	...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	..	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	*13,67,876	3,20,198†	...	...	...	16,87,474	75,435	21,625	6,072	5,430	12,247	...	1,20,809

N. B.—**Column* 10.—This includes Rs. 6,65,700 from Provincial and Imperial special grants.

†*Column* 11.—Includes Rs. 66 769 from Provincial and Imperial special grants.

the return of Government (or District or Municipal) expenditure should be reduced accordingly, the income and expenditure of the
expenditure, the excess income and the sources from which it is derived should be shown in the column of remarks.
heads of endowments, subscriptions, and other sources, or if the receipts from those sources are insufficient, from the sub-head of
shown in full.
sources credited to that Fund should be deducted. Such payments should be shown as expenditure under the sub-heads to which

in columns 34 to 40 and not in the preceding columns.
under the head of Scholarships.
The expe diture entered in column 19 should be included in column 37.
22 and not in columns 2 to 8.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. English	30,357	...	...	32,301	...	44,674	1,07,332
Collegiate Education. Oriental	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. Law	4,000	...	...	9,728	...	...	13,728
Collegiate Education. Medicine	...	..	...	...	...	...	...
Collegiate Education. Engineering	..	...	...	...	...	...	...
Collegiate Education. Teaching	...	...	...	...	...	...	...
Collegiate Education. Agriculture	...	...	...	...	...	...	...
Total ..	34,357	...	...	42,029	...	44,674	1,21,060
SECONDARY SCHOOLS.							
School Education, General. For Boys ... High Schools	41,250	...	600	50,577	6,090	22,308	1,20,825
School Education, General. For Boys ... Middle Schools .. English ...	59,809	50	1,540	50,178	2,870	79,831	1,94,278
School Education, General. For Boys ... Middle Schools .. Vernacular ...	4,57	...	...	446	607	9,968	15,178
School Education, General. For Girls ... High Schools	4,224	...	...	1,061	221	1,944	7,450
School Education, General. For Girls ... Middle Schools ... English ...	11,508	...	...	5,168	751	5,457	22,884
School Education, General. For Girls ... Middle Schools ... Vernacular ..	4,910	...	602	189	800	21,137	18,638
Total ..	1,25,858	50	2,742	1,07,619	11,339	1,31,645	3,79,253
PRIMARY SCHOOLS.							
School Education, General. For Boys ... Upper	28,295	2,140	8,508	15,995	7,046	38,300	1,00,284
School Education, General. For Boys ... Lower	1,022	7,608	1,054	2,472	5,130	6,225	23,511
School Education, General. For Girls ... Upper	22,637	...	2,798	11,904	1,037	30,938	69,334
School Education, General. For Girls ... Lower	927	60	100	...	463	1,764	3,314
Total ..	52,881	9,808	12,460	30,371	13,696	77,227	1,96,443
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. School of Arts	...	...	...	...	...	...	...
School Education, Special. Law Schools	...	...	...	...	...	...	...
School Education, Special. Medical Schools	..	...	...	...	...	...	...
School Education, Special. Engineering and Surveying Schools	...		...	...	...	...	...
School Education, Special. Industrial Schools	14,965	...	1,500	...	...	9,274	25,739
School Education, Special. Commercial Schools	...	...	..	...	...	...	...
School Education, Special. Agricultural Schools	...	...	...	..	...	...	...
School Education, Special. Other Schools—Reformatory	...	...	...	...	...	...	...
Total ...	14,965	...	1,500	...	...	9,274	25,739
Buildings	90,150	...	91	2,928	5,227	31,716	1,30,112
Furniture and apparatus (special grants only) ...	5,297	...	7	...	696	5,945	11,945
Total ...	95,447	...	98	2,928	5,923	37,661	1,42,057
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	..
Inspection	...	...	..	...	...	...	...
Scholarships held in Arts Colleges	...	...	...	...	...	...	...
Scholarships held in Medical Colleges	...	...	...	...	...	...	...
Scholarships held in Professional Colleges ...	...	...	...	...	...	...	...
Scholarships held in Secondary Schools ...	...	...	...	...	...	...	...
Scholarships held in Primary Schools	...	...	...	...	...	...	...
Scholarships held in Medical Schools	...	...	...	...	...	...	...
Scholarships held in Technical and Industrial Schools ...	...	.	...	...	...	.	...
Scholarships held in Other special schools ...	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ..	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	3,23,508	9,858	16,800	1,82,947	3,0,958	3,00,481	8,64,552

Provinces and Berar for the official year 1913-14.—(Concld.)

Loans				Total Expenditure from							Remarks.
	Share-holders.	Endowments and other sources.	Total.	Revenue.	Local Funds.	Municipal Funds.	Cess.	All other sources. Private.	All other sources. Public.	Grand Total.	
6	12	13	3	14	35	16	7	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
..	...	...	...	1,01,403	..	...	50,154	44,674	...	1,96,231	
..	...	..	...	...	...	..	..	...	...	...	
	...	...	...	4,000	...	...	9,728	.	...	13,728	
...	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
..	...	...	...	36,585	..	...	...	..	...	36,585	
...	..	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,41,988	.	...	59,882	44,674	...	2,46,544	
...	1,814	2,100	3,914	87,658	7	10,049	1,21,897	33,245	17,083	2,69,939	
1,221	1,176	6,393	9,595	1,30,937	13,700	78,229	1,13,513	95,608	13,633	4,54,620	
3	...	2,135	2,138	11,0 3	1,84,599	20,412	662	13,731	3,989	2,35,006	
449	508	3,158	4,205	4 224	...	...	1,510	5 921	...	11,655	
	...	...	...	16,513	...	...	5,168	6,208	...	27,889	
	...	...	...	11,58	...	614	189	12,937	...	25,325	
1,678	4,388	13,786	19,852	2,71,530	1,98,306	1,09,304	2,42,939	1,67,650	34,705	10,24,434	
2,274	4,755	17,633*	25,112	30,172	7,38,563	1,48,324	20,303	91,594	28,230	1,066,185	*In cludes Rs. 62 received from Provincial Revenue as grant-in-aid to BajipaniSchool in the Chhindwara district.
3,183	8,311	5,491	16,885	1 341	1,05,399	5,573	5,041	31,505	398	1,50,157	
...	40	793	833	87 2 3	143	3,461	11 904	33.459	3,311	1,39,553	
201	28 6	2,017	5,134	12.155	60	10	261	7.565	248	20,389	
6,048	15,962	25,954	47,964	1,39 041	8,44,165	1,57,460	38,409	1,64,123	32,187	13,76,285	
	..	...	.	82.475	...	...	...	8	...	82,483	
...	...	...	...	20,771	...	...	...	...	...	20,771	
...	..	..	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	1,440	...	1,440	14,965	..	1,500	...	10,714	...	27,179	
..	...	...	...	...	...	...	...	...	...	...	
...	...	..	..	.	...	...	...	...	...	...	
.	..	...	..	16,255	...	...	...	...	...	16,255	
...	1,440	...	1,440	1,34,466	...	1,500	...	10,722	...	1,46,688	
.	85	15,120	15,205	96,226*	3,01,212	62,617	3,372	54,963	5,680	5,24,070	*Does not include India special grants spent through the Public Works Department.
...	33	1,197	1,230	83,690	33,471	6,257	2,057	11,560	2,863	1,39,898	
.	118	16.317	16 435	1.79,916	3.34,683	68,874	5,429	66,523	8,543	6,63,968	
.	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	57.529	...	...	...	...	...	57,529	
..	...	...	...	2,40,015	4,946	...	...	259	11,668	2,57,491	
...	...	...	...	11,593	...	...	...	1,181	199	12,973	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	2,757	...	...	...	...	...	2,757	
...	...	...	...	44,110	3,230	3,516	...	2,138	1,804	54,798	
...	...	...	...	4,782	...	...	2	407	411	5,602	
...	...	..	...	...	...	...	...	...	...	...	
...	...	...	...	1,101	...	...	...	...	...	1,101	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,51,703	29.072	12,599	44,768	35,611	5,790	2,79,543	
...	..	...	...	514,193	37,248	16,115	44,770	39,596	19,872	6,71,794	
7,726	21,908	56,057	85,691	1,382 034	14,14,402	3,53,253	3,91,429	4,93,288	95,307	41,29,713	

***Return** of the Stages of Instruction of Pupils in Public Schools for General Education in the*

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS.										
For Boys	Departmental	English	55	7,732	1,833	1	1,834	5,898	...	5,898
		Vernacular	3	279	...	...	...	49	...	49
	District Fund	English	8	560	...	...	...	560	...	560
		Vernacular	191	29,822	...	...	...	4,458	3	4,461
	Municipal	English	33	3,598	214	...	214	3,384	...	3,384
		Vernacular	14	3,071	...	...	...	407	...	407
	Native States	English	13	655	119	...	119	536	...	536
		Vernacular	6	589	...	...	...	73	...	73
	Aided	English	46	4,453	1,531	6	1,537	2,860	11	2,871
		Vernacular	13	1,588	...	...	...	240	...	240
	Unaided	English	8	348	16	...	16	332	...	332
		Vernacular	2	73	...	...	...	24	...	24
	Total		392	52,768	3,713	7	3,720	18,821	14	18,835
For Girls	Departmental	English	2	21	...	...	..	...	21	21
		Vernacular	9	958	...	...	...	...	86	86
	District Fund	English	...	...	...	...	..	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	..	...	...	...	..
		Vernacular	...	...	...	...	...	...	...	...
	Native States	English	...	...	..	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	14	291	...	22	22	...	254	254
		Vernacular	15	1,049	...	...	...	11	150	161
	Unaided	English	2	14	...	14	14	...	..	...
		Vernacular	...	...	...	...	...	...	...	...
	Total		42	2,333	...	36	36	11	511	522
TOTAL SECONDARY SCHOOLS			434	55,101	3,713	43	3,756	18,832	525	19,357
PRIMARY SCHOOLS.										
For Boys	Departmental		12	1,265	...	...	...	...	...	...
	District Fund		2,825	2,12,879	...	...	...	962	1	963
	Municipal		163	25,453	...	...	...	...	...	...
	Native States		281	24,371	...	...	...	...	...	...
	Aided		322	15,124	...	...	...	13	...	13
	Unaided		243	10,447	...	...	...	...	...	...
	Total		3,846	2,89,539	...	...	...	975	1	976
For Girls	Departmental		202	11,711	...	...	...	...	...	...
	District Fund		1	52	...	...	...	...	...	...
	Municipal		1	50	...	...	...	...	...	...
	Native States		15	1,060	...	...	...	...	...	...
	Aided		72	4,224	...	...	...	...	...	...
	Unaided		29	1,079	...	...	...	...	...	...
	Total		320	18,176	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,166	307,715	...	...	...	975	1	976
GRAND TOTAL			4,600	362,816	3,713	43	3,756	19,807	526	20,333

NOTE.—The number of Girls shown in this table should correspond with the Mixed schools should be entered as boys' schools or girls

RAL TABLE V.

Central Provinces and Berar at the end of the official year 1913-14.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,731	1	7,732
45	...	45	148	...	148	37	...	37	279	...	279
...	...	...	...	...	...	...	...	...	560	...	560
4,169	26	4,195	14,814	176	14,990	5,891	285	6,176	29,332	490	29,822
...	...	...	...	...	...	...	...	...	3,598	...	3,598
392	...	392	1,565	12	1,577	677	18	695	3,041	30	3,071
...	...	...	...	...	...	...	...	...	655	...	655
59	...	59	316	1	317	135	5	140	583	6	589
3	...	3	25	...	25	14	3	17	4,433	20	4,453
140	...	140	695	...	695	513	...	513	1,588	...	1,588
...	...	...	...	...	...	...	...	...	348	...	348
5	...	5	25	...	25	19	...	19	73	...	73
4,813	26	4,839	17,588	189	17,777	7,286	311	7,597	52,221	547	52,768
...	...	...	...	...	...	...	...	...	...	21	21
...	140	140	1	402	403	1	328	329	2	956	958
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	8	8	...	3	3	...	291	291
3	113	116	35	391	426	12	334	346	61	988	1,049
...	...	...	...	...	...	...	...	...	...	14	14
...	...	...	...	...	...	...	...	...	...	...	...
3	257	260	36	801	837	13	665	678	63	2,270	2,333
4,816	283	5,099	17,624	990	18,614	7,299	976	8,275	52,284	2,817	55,101
120	...	120	820	...	820	325	...	325	1,265	...	1,265
24,147	461	24,608	112,531	5,506	1,18,037	62,781	6,490	69,271	200,421	12,458	2,12,879
3,722	...	3,722	15,390	46	15,436	6,257	38	6,295	25,369	84	25,453
1,892	72	1,964	12,800	882	13,682	7,748	977	8,725	22,440	1,931	24,371
1,329	23	1,352	8,808	148	8,956	4,682	121	4,803	14,832	292	15,124
537	10	547	5,141	113	5,254	4,391	255	4,646	10,069	378	10,447
31,747	566	32,313	155,490	6,695	162,185	86,184	7,881	94,065	2,74,396	15,143	2,89,539
...	737	737	...	6,334	6,334	2	4,638	4,640	2	11,709	11,711
...	1	1	...	20	20	...	31	31	...	52	52
..	2	2	...	29	29	...	19	19	...	50	50
...	103	103	...	517	517	...	440	440	...	1,060	1,060
18	379	397	162	2,083	2,245	86	1,496	1,582	266	3,058	4,224
...	...	...	...	477	477	...	602	602	...	1,079	1,079
18	1,222	1,240	162	9,460	9,622	88	7,226	7,314	268	17,908	18,176
31,765	1,788	33,553	155,652	16,155	171,807	86,272	15,107	101,379	274,664	33,051	307,715
36,581	2,071	38,652	173,276	17,145	190,421	93,571	16,083	109,654	326,948	35,868	362,816

number returned under Primary and Secondary Schools in General Forms I and III.

schools, according as the number of boys or of girls is greater.

Return showing the Results of Prescribed Examination in the

Name of examination.	Number of Institutions sending Examinees.				Number of examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ... Previous ...	...	1	...	1	...	5	...	...	5
1. Master of Arts ... Final ...	...	1	...	1	...	1	...	...	1
2. Bachelor of Arts ...	1	2	...	3	42	80	...	3	125
3. Bachelor of Science ...	2	...	...	2	12	15	...	...	27
4. First B. A. ...	...	...	...	...	...	...	...	...	...
4. First B. Sc. ...	...	...	...	...	...	...	...	...	...
4. First Arts Intermediate ...	1	2	...	3	90	154	...	2	246
4. Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental Learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental Learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law ...	...	...	...	...	...	...	...	...	...
2. Master of Law ...	...	1	...	1	...	1	...	...	1
3. Law Previous ...	...	1	...	1	...	97	...	...	97
Law Final ...	...	1	...	1	...	69	...	...	69
Medicine.									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M. B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

Central Provinces and Berar during the official year 1913-14.

Number passed.					Race or creed of passed Scholars.								Remarks.
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	2	...	...	2	...	...	2	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
17	46	...	...	63	...	1	47	14	...	...	1	...	Students studying in the Hislop and Morris Colleges attend the Victoria College of Science, Nagpur, for learning Science. Under public institutions Victoria College of Science has been taken into account, but in Columns 7 and 12 students have been shown under aided institutions even though they attend the Government College of Science.
4	1	...	...	5	...	...	5	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
47	92	...	...	139	...	3	99	29	5	2	1	..	
...	...	...	...	...	...	...	...	...	...	...	...	...

Return showing the Results of Prescribed Examination in the

Name of Examination.	Number of Institutions sending Examinees.				Number of examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING.									
1. M. C. E.	...	...	...	...	...	...	...	...	...
2. B. C. E.	...	...	...	...	...	...	...	...	...
3. L. C. E.	...	...	...	...	...	...	...	...	...
4. First L. C. E.	...	...	...	...	...	...	...	...	...
TEACHING.									
1. Licentiating in Teaching	1	...	...	1	5	...	...	3	8
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation — Boys	20	16	...	36	565	407	...	60	1,032
Matriculation — Girls	...	5	1	6	...	16	1	...	17
School Final — Boys	17	12	...	29	497	360	...	...	857
School Final — Girls	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. — Boys	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. — Girls	...	...	...	...	...	...	...	...	...
Middle School Examination. — Boys	...	4	...	4	...	34	...	...	34
Middle School Examination. — Girls	...	4	...	4	...	17	...	...	17
High School Scholarship Examination. — Boys	59	14	1	74	522	95	6	1	624
High School Scholarship Examination. — Girls	...	3	...	3	...	10	...	...	10
Primary Examination ... — Boys	2,530	128	77	2,735	27,154	1,221	492	54	28,921
Primary Examination ... — Girls	160	65	...	225	624	255	...	2	881
SCHOOL FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. — Upper	1	...	...	1	27	...	...	6	33
1. Training School Examination for Masters. — Lower	38	8	...	46	520	39	...	140	699
2. Training School Examination for Mistresses. — Upper	1	...	...	1	1	...	...	...	1
2. Training School Examination for Mistresses. — Lower	4	2	...	6	27	11	...	17	55
3. School of Art Examination. — Boys	107	20	...	127	2,159	466	...	99	2,724
3. School of Art Examination. — Girls	2	3	...	5	16	17	...	1	34
4. Medical Examination	...	...	...	...	...	...	...	...	...
5. Examination—Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination	1	...	...	1	19	...	...	...	19
7. Veterinary Examination	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture	...	...	...	...	...	...	...	...	...

NOTE.—Any other special examination, such as the "Intermediate"

(*a*) Includes the University School Final Examination.

RAL TABLE VI.

Central Provinces and Berar during the official year 1913-14.—(Concld.)

Number passed.					Race or creed of passed Scholars.								Remarks.
							Hindus.						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
5	...	...	3	8	...	...	6	2	...	...	...	...	
231	148	...	10	389	18	61	183	94	31	...	2	...	
...	10	...	...	10	9	1	...	...	...	...	...	...	
156	155	...	...	311	3	3	191	86	28	1	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	14	...	...	14	14	...	...	...	...	...	...	...	
...	11	...	...	11	11	...	...	...	...	...	...	...	
249	49	1	...	299	...	...	156	108	31	2	2	...	
...	4	...	...	4	...	4	...	...	...	...	...	...	
17,111	787	316	50	18,264	8	115	2,687	12,395	1,459	136	27	1,437	
467	158	...	...	625	4	71	120	376	33	2	...	19	
25	...	...	1	26	...	4	16	4	2	...	...	...	
310	4	...	17	331	...	8	92	187	43	...	...	1	
1	...	...	...	1	...	...	...	1	...	...	...	...	
19	3	...	3	25	...	12	1	12	...	...	...	...	
1,407	312	7	77	1,803	...	32	723	846	182	11	7	2	
15	9	...	1	25	...	3	5	14	2	...	...	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
17	...	...	...	17	...	...	9	6	2	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

or other examinations of the Punjab University may be added to this list.

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.	Expenditure of District Boards					
	In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...
Collegiate Education. — Colleges or Departments of Colleges for Professional Training.						
Collegiate Education. — Law	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	...	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys. High Schools	...	...	...	...	...	...
School Education, General. — For Boys. Middle Schools. English	...	8	560	503	480	...	13,637
School Education, General. — For Boys. Middle Schools. Vernacular	...	191	29,822	29,411	22,448	...	1,84,599
School Education, General. — For Girls. High Schools	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. English	...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. Vernacular	...	...	...	...	...	...	...
Total	...	199	30,382	30,004	22,928	...	1,98,236
PRIMARY SCHOOLS.						
School Education, General. — For Boys. Upper	...	2,177	1,79,309	1,75,112	1,29,144	...	7,36,423
School Education, General. — For Boys. Lower	...	648	33,570	33,487	21,835	...	97,791
School Education, General. — For Girls. Upper	...	1	52	38	20	...	143
School Education, General. — For Girls. Lower	...	...	...	...	...	...	...
Total	...	2,826	2,12,931	2,08,637	1,50,999	...	8,34,357
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	...	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
Buildings	...	...	...	...	...	...	3,01,212
Furniture and apparatus (special grants only)	...	...	...	...	...	...	33,471
Total	...	...	...	...	...	...	3,34,683
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools	...	...	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...
GRAND TOTAL	...	3,025	2,43,313	2,38,641	1,73,927	...	13,67,276

I.—The sum of the expenditure in columns 12 and 27 should agree with expenditure
II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure
III.—The expenditure under Inspection, Scholarship and Miscellaneous should be

TABLE VII.

on Public Instruction in the Central Provinces and Berar for the official year 1913-14.

on Public Instruction.

District Fund Boards.					In Institutions managed by			Total District Fund expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	7	...	...	7
...	...	...	...	13,637	13	...	50	13,700
...	...	...	...	1,84,599	...	...	...	1,84,599
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	1,98,236	20	...	50	1,98,306
...	...	...	...	7,36,423	...	...	2,140	7,38,563
...	...	...	...	97,791	...	...	7,608	1,05,399
...	...	...	...	143	...	...	...	143
...	...	...	...	...	...	...	60	60
...	...	...	...	8,34,357	...	...	9,808	8,44,165
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	3,01,212	...	...	...	3,01,212
...	...	...	...	33,471	...	...	...	33,471
...	...	...	...	3,34,683	...	...	...	3,34,683
...	...	...	...	...	...	...	...	4,946
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	3,230
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	29,072
...	...	...	...	...	...	...	...	37,248
...	...	...	...	13,67,276	20	...	9,858	14,14,402

shown in columns 10 and 11 of General Table IV.
shown in columns 35 and 36, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded.
shown only in columns 16, 31 and 32 and not in the other columns.

Return showing the Distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Municipal Board — In Institutions managed by: Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1	17	18	19	20	21	22
ARTS COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Collegiate Education. — English ...	...	...	...	...	...	...
Collegiate Education. — Oriental ...	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Collegiate Education. — Law ...	...	...	...	...	...	...
Collegiate Education. — Medicine ...	..	...	...	...	...	...
Collegiate Education. — Engineering ...	...	...	...	...	...	...
Collegiate Education. — Teaching ...	...	...	...	...	...	...
Collegiate Education. — Agriculture ...	...	...	...	...	...	...
Total ..	...	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys. High Schools ...	3	214	187	147	...	9,432
School Education, General. — For Boys. Middle Schools. English ..	30	3,384	3,578	3,019	...	76,656
School Education, General. — For Boys. Middle Schools. Vernacular ...	14	3,071	2,957	2,450	...	20,412
School Education, General. — For Girls. High Schools ...	...	...	...	...	...	...
School Education, General. — For Girls. Middle Schools. English ..	...	...	...	...	...	—
School Education, General. — For Girls. Middle Schools. Vernacular ...	...	...	...	...	...	...
Total ...	47	6,669	6,722	5,616	...	1,06,500
PRIMARY SCHOOLS.						
School Education, General. — For Boys. Upper ...	148	24,325	23,715	19,476	...	1,39,816
School Education, General. — For Boys. Lower ...	15	1,128	1,076	836	...	4,519
School Education, General. — For Girls. Upper ..	1	50	76	59	...	587
School Education, General. — For Girls. Lower ...	...	...	...	...	...	...
Total ...	164	25,503	24,867	20,371	...	1,44,922
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters ...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses ..	...	...	...	...	...	...
School Education, Special. — Schools of Arts ...	...	...	...	...	...	...
School Education, Special. — Law Schools ...	...	...	...	...	...	...
School Education, Special. — Medical Schools ...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools ...	...	...	...	...	...	...
School Education, Special. — Industrial Schools ...	...	...	...	...	...	...
School Education, Special. — Commercial Schools ...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools ...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
Buildings ...	...	...	...	...	...	62,526
Furniture and apparatus (special grants only) ...	...	...	...	...	...	6,250
Total ...	...	...	...	...	...	68,776
Inspection	...	...	...	...	...	...
Scholarships held in — Arts Colleges ...	...	...	...	...	...	...
Scholarships held in — Medical Colleges ...	...	..	...	...	...	...
Scholarships held in — Professional Colleges ...	...	...	...	...	...	...
Scholarships held in — Secondary Schools ...	...	...	...	...	...	...
Scholarships held in — Primary Schools ...	...	...	...	...	...	...
Scholarships held in — Medical Schools ...	...	...	...	...	...	..
Scholarships held in — Technical and Industrial Schools ..	...	...	...	...	...	...
Scholarships held in — Other Special Schools...	...	...	...	...	...	...
Miscellaneous ...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...
GRAND TOTAL ...	211	32,172	31,589	25,987	...	3,20,198

I.—The sum of the expenditure in colums 12 and 27 should agree with

II.—The sum of the expenditure in columns 16 and 21 should agree with the expenditure shown in columns 35 and 36.

III.—The expenditure under Inspection, Scholarship and Miscellaneous should be

TABLE VII.

Instruction in the Central Provinces and Berar for the official year 1913-14.—(Concld.)

on Public Instruction.

Municipal Boards.					In Institutions managed by				Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	
...	...	...	...	9,432	17	...	600	10,049	10,056	
...	...	...	...	76,656	33	...	1,540	78,229	91,929	
...	...	...	...	20,412	...	...	...	20,412	2,05,011	
...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	12	...	602	614	614	
...	...	...	...	1,06,500	62	...	2,742	1,09 304	3,07,610	
...	...	...	...	1,39,816	...	...	8,508	1,48,324	8,86,887	
...	...	...	...	4,519	...	...	1,054	5,573	1,10,972	
...	...	...	...	587	78	...	2,798	3,463	3,606	
...	...	...	...	...	...	...	100	100	160	
...	...	...	...	1,44,922	78	..	12,460	1,57,460	10,01,625	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,500	1,500	1,500	
...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	1,500	1,500	1,500	
...	...	...	...	62,526	...	...	91	62,617	3,63,829	
...	...	...	...	6,250	..	...	7	6,257	39,728	
...	...	...	...	68,776	...	...	98	68,874	4,03,557	
...	...	...	...	...	...	...	...	...	4,946	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	3,516	6,746	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	12,599	41,671	
...	...	...	...	...	...	...	...	16,115	53,363	
..	...	...	...	3,20,198	140	...	16,800	3,53,253	17,67,655	

expenditure shown in columns 10 and 11 of General Table IV.
respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded.
shown only in columns 16, 31 and 32 and not in the other columns.

EDUCATION—GENERAL TABLE VIII.—FOR BOYS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	26	1,102	84	620	...	398	27,720	...	...	8,695	36,415	Rs. 46,348 represent boarding charges for European Schools and have not been included under "Miscellaneous" in Provincial Tables III and IV or under "Fees" in this Table.
2.—Managed by Local or Municipal Boards ...	16	224	...	215	9	...	...	7,569	...	44	7,613	
3.—Aided by Government or by Local or Municipal Boards.	10	531	3	288	240	...	8,657	654	7,622	15,134	32,067	
4.—Unaided.	20	591	54	462	75	...	1,025	222	5,050	12,342	18,639	
Total ...	72	2,448	141	1,585	324	398	37,402	8,445	12,672	36,215	94,734	

EDUCATION—GENERAL TABLE VIII.—FOR GIRLS.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1913-14.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or Endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
							Rs.	Rs.	Rs.	Rs.	Rs.	
1.—Managed by Government ...	4	72	...	22	...	50	4,617	...	...	...	4,617	
2.—Managed by Local Municipal Boards ...	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	7	332	...	142	190	...	10,782	264	7,554	...	18,600	
4.—Unaided	5	269	...	115	135	19	...	...	9,840	6,265	16,105	
Total ...	16	673	...	279	325	69	15,399	264	17,394	6,265	39,322	

NOTES.—I.—Return of the Boarding Establishments for females should be given separately.
II.—Boarding-houses maintained by Native States should not be included in the return.

RAL TABLE V.

Central Provinces and Berar at the end of the official year 1913-14.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Comprising all pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage.			Comprising all pupils who have not passed beyond the Lower Primary Stage.								
			Reading printed books.			Not reading printed books.					
3			4			5					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
...	...	...	...	...	...	...	...	...	7,731	1	7,732
45	...	45	148	...	148	37	...	37	279	...	279
...	...	...	...	...	...	...	...	...	560	...	560
4,169	26	4,195	14,814	176	14,990	5,891	285	6,176	29,332	490	29,822
...	...	...	...	...	...	...	...	...	3,598	...	3,598
392	...	392	1,565	12	1,577	677	18	695	3,041	30	3,071
...	...	...	...	...	...	...	...	...	655	...	655
59	...	59	316	1	317	135	5	140	583	6	589
3	...	3	25	...	25	14	3	17	4,433	20	4,453
140	...	140	695	...	695	513	...	513	1,588	...	1,588
...	...	...	...	...	...	...	...	...	348	...	348
5	...	5	25	...	25	19	...	19	73	...	73
4,813	26	4,839	17,588	189	17,777	7,286	311	7,597	52,221	547	52,768
...	...	...	...	...	...	...	...	...	...	21	21
...	140	140	1	402	403	1	328	329	2	956	958
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	4	4	...	8	8	...	3	3	...	291	291
3	113	116	35	391	426	12	334	346	61	988	1,049
...	...	...	...	...	...	...	...	...	...	14	14
...	...	...	...	...	...	...	...	...	...	...	...
3	257	260	36	801	837	13	665	678	63	2,270	2,333
4,816	283	5,099	17,624	990	18,614	7,299	976	8,275	52,284	2,817	55,101
120	...	120	820	...	820	325	...	325	1,265	...	1,265
24,147	461	24,608	112,531	5,506	1,18,037	62,781	6,490	69,271	200,421	12,458	2,12,879
3,722	...	3,722	15,390	46	15,436	6,257	38	6,295	25,369	84	25,453
1,892	72	1,964	12,800	882	13,682	7,748	977	8,725	22,440	1,931	24,371
1,329	23	1,352	8,808	148	8,056	4,682	121	4,803	14,832	292	15,124
537	10	547	5,141	113	5,254	4,391	255	4,646	10,069	378	10,447
31,747	566	32,313	155,490	6,695	162,185	86,184	7,881	94,065	2,74,396	15,143	2,89,539
...	737	737	...	6,334	6,334	2	4,638	4,640	2	11,709	11,711
...	1	1	...	20	20	...	31	31	...	52	52
...	2	2	...	29	29	...	19	19	...	50	50
...	103	103	...	517	517	...	440	440	...	1,060	1,060
18	379	397	162	2,083	2,245	86	1,496	1,582	266	3,958	4,224
...	...	...	...	477	477	...	602	602	...	1,079	1,079
18	1,222	1,240	162	9,460	9,622	88	7,226	7,314	268	17,008	18,176
31,765	1,788	33,553	155,652	16,155	171,807	86,272	15,107	101,379	274,664	33,051	307,715
36,581	2,071	38,652	173,276	17,145	190,421	93,571	16,083	109,654	326,948	35,868	362,816

number returned under Primary and Secondary Schools in General Forms I and III.

schools, according as the number of boys or of girls is greater.

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

Territory.		Population.		Children of school-going age.		1913-14.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7*	8	9	10
British Territory.										
The Nerbudda Valley.	Saugor ...	276,233	265,177	41,435	39,777	11,733	...	2,464	7,272	1,997
	Damoh ...	168,060	164,987	25,209	24,748	6,821	...	675	5,579	567
	Jubbulpore ...	373,173	372,719	55,976	55,908	20,154	498	2,907	14,040	2,709
	Narsinghpur ...	161,795	163,882	24,269	24,582	9,976	51	1,812	6,672	1,441
	Hoshangabad ...	230,632	226,763	34,595	34,014	13,108	35	3,190	8,906	977
Total ...		1,209,893	1,193,528	181,484	179,029	61,792	584	11,048	42,469	7,691
Percentage ...		...	...	...	...	17·14	·16	6·08	23·40	4·29
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	9,279	94	1,277	7,008	900
	Betul ...	194,163	196,223	29,124	29,433	4,967	...	829	3,901	237
	Chhindwara ...	255,884	261,064	38,383	39,160	8,692	...	1,251	7,080	361
	Seoni ...	192,642	202,839	28,896	30,426	6,785	...	687	5,564	534
	Balaghat ...	190,469	198,451	28,570	29,768	11,440	...	923	9,551	966
	Mandla ...	200,872	204,362	30,131	30,654	10,846	...	1,417	8,370	1,059
Total ...		1,234,795	1,253,245	185,219	187,987	52,009	94	6,384	41,474	4,057
Percentage ...		...	...	...	...	13·93	·02	3·45	22·39	2·15
The Marahat Country.	Wardha ...	231,871	227,925	34,781	34,189	13,735	...	1,681	11,110	944
	Nagpur ...	408,843	401,058	61,326	60,159	23,549	947	4,838	15,520	2,244
	Bhandara ...	380,014	393,663	57,002	59,049	12,461	33	953	10,943	532
	Chanda ...	337,540	340,004	50,631	51,001	11,488	...	1,397	9,419	672
Total ...		1,358,268	1,362,650	203,740	204,398	61,233	980	8,869	46,992	4,392
Percentage ...		...	...	..	...	15·00	·24	4·35	23·06	2·14
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	30,343	99	1,706	23,927	4,611
	Bilaspur ...	558,477	587,746	83,771	88,162	25,982	...	2,326	20,387	3,229
	Drug ...	373,159	402,529	55,974	60,379	16,238	...	395	12,779	3,064
Total ...		1,576,822	1,669,945	236,523	250,492	72,523	99	4,427	57,093	10,904
Percentage ...		...	...	...	...	14·89	·02	1·99	24·13	4·35

* *N. B.*—Female scholars in the Normal and Industrial Schools have been included in column 7 and omitted in column 10.

Returns showing the General and Statistical Summary for the preparation of Maps.—(Concld.)

		Population.		Out of the above age.		1913-14.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1		2	3	4	5	6	7	8	9	10
British Territory.—(Concld.)										
Berar.	Akola ...	400,893	387,970	60,134	58,196	23,807	52	6,643	15,422	1,690
	Amraoti ...	447,216	428,688	67,082	64,303	31,816	179	6,912	22,776	1,949
	Buldana ...	337,179	332,003	50,577	49,800	21,932	...	4,415	16,065	1,452
	Yeotmal ...	365,326	357,887	54,799	53,683	13,341	...	2,348	10,161	832
Total ...		1,550,614	1,506,548	232,592	225,982	90,896	231	20,318	64,124	5,923
Percentage ...		...	...	...	...	19·82	·05	8·73	27·69	2·62
Feudatory States.										
Nerbudda Valley.	Hoshangabad ...	7,530	7,491	1,130	1,124	276	...	...	276	...
Total ...		7,530	7,491	1,130	1,124	...	..	...	...	...
Percentage ...		...	...	...	...	12·25	...	...	24·45	...
Feudatory States ..		828,085	840,596	124,213	126,088	26,399	...	1,238	22,164	2,997
Percentage ...		...	...	...	...	10·54	...	·99	17·84	2·37
GRAND TOTAL ..		7,766,007	7,833,903	1,164,901	1,175,099	365,128	1,988	52,284	274,892	35,964
PERCENTAGE ...		...	...	...	...	15·60	·08	4·48	23·59	3·06

GENERAL TABLE IX FOR 1913-14.

Number and qualifications of Teachers

		In Primary Schools.						In Middle Schools.						In High Schools.						In Colleges.						Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	Government.	Board.	Municipal.	Aided.	Unaided.	Native States.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Teachers of Vernacular.	Trained ...	190	1,603	255	88	20	42	19	441	49	19	...	8	...	...	...	...	...	...	...		...	...	...	...	2,739
	Untrained ...	260	4,438	561	698	395	495	16	566	56	151	4	20	...	...	...	...	...	...	...	...	...	...	...	...	7,660
	Total ..	450	6,046	816	786	415	537	35	1,007	105	170	4	28	...	...	...	..	...	...	...	...	...	...	..	...	10,399
Anglo-Vernacular teachers and teachers of classical languages.	Trained ...	...	...	...	...	...	...	106	6	37	15	...	...	37	...	...	7	3	...	3	...	...	...	..	...	214
	Untrained ...	...	...	...	...	...	..	204	70	132	127	21	44	72	..	12	85	4	12	19	...	...	27	.	...	829
	Total ...	...	...	...	...	...	...	310	76	169	142	21	44	109	...	12	92	7	12	22	...	...	27	...	...	1,043
	Possessing a degree.	...	...	...	...	...	...	7	...	2	7	1	...	61	...	7	52	4	6	22	...	...	27	...	...	196
	Possessing no degree.	...	...	...	..	...	...	303	76	167	135	20	44	48	...	5	40	3	6	...	...	...	...	...	...	847
	Total ...	...	...	...	...	...	...	310	76	169	142	21	44	109	...	12	92	7	12	22	...	...	27	...	...	1,043
European Schools.	Trained ...	...	...	...	14	...	...	...	...	...	14	...	...	...	...	...	8	...	...	..	...	...	...	...	...	36
	Untrained ...	...	...	...	52	...	...	...	...	...	24	...	...	...	...	...	6	...	...	...	...	...	...	...	...	82
	Total ...	...	...	...	66	...	...	...	..	..	38	...	...	...	...	...	14	...	...	...	...	...		...	...	118
	Possessing a degree.	...	...	...	1	...	...	...	...	...	6	...	...	...	...	...	6	...	...	...	...	...	...	...	..	13
	Possessing no degree.	...	...	...	65	...	...	...	...	...	32	.	...	...	...	...	8	...	...	...	...	...	...	...	...	105
	Total ...	...	...	..	66	...	...	...	...	...	38	...	...	...	...	...	14	...	...	...	...	..	...	...	...	118
	GRAND TOTAL ...	450	6,046	816	852	415	537	345	1,083	274	350	25	72	109	...	12	106	7	12	22	...	..	27	...	...	11,560

GENERAL TABLE X FOR THE YEAR 1913-14.

Classification by ages.

Ages.	Infants.		Primary.				Vernacular Middle.		Middle English.				High.			Arts Colleges affiliated to Universities.						Total.
	A.	B.	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	VII.	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5 ...	6,330	2,697	40	14	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	..	9,081
5 to 6 ...	24,974	13,286	5,113	173	28	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	43 574
6 to 7 ...	18,111	10,062	17,144	5,380	173	13	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	50,883
7 to 8 ...	17,296	1,844	23,782	11,756	2,583	108	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	57,370
8 to 9 ...	6,959	1,141	17,633	14,290	7,221	1,374	3	...	4	...	...	...	...	...	...	...	...	...	...	.	...	48 625
9 to 10 ...	3,636	587	10,014	12,235	11,182	4,982	145	6	69	5	1	...	...	...	...	...	...	...	...	...	...	42,862
10 to 11 ...	1,359	279	5 429	7.544	9,631	7,904	277	41	474	135	7	1	...	...	...	...	...	...	...	...	...	33,081
11 to 12 ...	439	153	2,202	4,126	8,134	8,178	503	126	926	408	100	2	...	...	...	...	...	...	.	...	...	25,387
12 to 13 ...	203	50	1,093	2.097	4,498	6,514	765	288	1,037	773	352	85	8	...	...	...	...	..	...	...	...	17,768
13 to 14 ...	36	...	398	945	2 467	4,583	786	421	757	902	692	234	73	1	...	...	...	...	...	...	...	12,295
14 to 15 ..	24	...	92	330	1,106	2.421	590	534	521	689	788	542	202	38	5	...	...	...	...	...	...	7,882
15 to 16 ...	10	...	54	83	371	1,198	382	428	284	428	570	639	372	152	27	...	...	...	...	...	...	4.998
16 to 17 ..	13	...	22	31	81	662	2 8	330	111	206	341	481	350	303	112	2	...	...	...	...	...	3,263
17 to 18 ...	...	...	14	12	21	175	122	196	26	70	170	274	287	295	227	55	2	...	...	..	...	1,946
18 to 19 ...	...	...	44	7	17	81	47	131	14	31	67	137	124	181	247	51	46	1	...	...	...	1,226
19 to 20 ...	2	...	...	16	27	32	26	60	9	17	44	46	78	104	178	68	65	47	...	...	...	819
Over 20 ..	...	...	8	13	8	33	6	45	5	7	13	23	33	67	222	73	185	101	144	18	2	1,006
Total ...	79,392	30,099	83,172	59,052	47,548	38,258	3,871	2,606	4,237	3,776	3,145	2,464	1,527	1,141	1,018	249	298	149	144	18	2	362,066
GRAND TOTAL ...	109,491		228,030				6,477		13,522				3,686			860						

EDUCATION—SUBSIDIARY TABLE No. II—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1913-14.

	Total Direct Expenditure.					Total Indirect Expenditure.						
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.	Total Expenditure.	Remark
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions ... For Males ...	...	39,213	30,504	2,780	72,497	5,985	1,259	1,251	42,892	51,387	1,23,884	
Institutions ... For Females ...	...	24,669	32,424	...	57,093	2,824	21,797	1,578	39,937	66,136	1,23,229	
Total ...	...	63,882	62,928	2,780	1,29,590	8,809	23,056	2,829	82,829	1,17,523	2,47,113	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	32·27	24·56	1·25	58·8	7·98	11·87	1·55	20·52	41·92	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	85·29	...	85·29	...	...	...	14·71	14·71	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	25·86	25·47	1·13	52·46	3·57	9·34	1·15	33·48	47·54	100·00	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions. Cost of Provincial Revenues ...	...	88 10 2	23 9 4	21 3 8	41 5 2							
Aided Institutions. Cost of Municipal Funds ...	...	...	1 8 3	...	1 8 3							
Total ...	...	158 14 7	54 12 3	42 12 3	83 8 10							
Unaided Institutions	...	...	...	...	...							
Total ..	...	158 14 7	54 12 3	42 12 3	83 8 10							

EDUCATION—SUBSIDIARY TABLE III—(FOR EUROPEANS ONLY.)

Return of European Schools and Scholars in the Central Provinces for the year 1913-14.

	Public Institutions.								Grand total of public institutions.	Grand total of scholars on 31st March.	Number of scholars on 31st March learning—			Girls in boys' schools.	Boys in girls' schools.	Remarks.
	Under private management.															
	Aided by Government, District Fund or Municipal Board.				Unaided.											
	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March.	Average number of rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
SECONDARY SCHOOLS																
School Education—General. For Boys High Schools	4	48	49	46	...	...	...	...	4	48	48	47	47	6	...	
School Education—General. For Boys Middle „	4	197	189	167	...	...	...	...	4	197	197	184	127	11	..	
School Education—General. For Girls High Schools	4	22	22	21	...	...	...	...	4	22	22	22	...	...	...	
School Education—General. For Girls Middle „	6	137	142	125	...	...	...	...	6	137	137	89	...	...	...	
Total	18	404	402	359	...	...	...	...	18	404	404	341	174	17	..	
PRIMARY SCHOOLS.																
School Education—General. For Boys	7	440	406	365	...	...	...	...	7	440	440	171	86	66	...	
School Education—General. For Girls	9	766	743	626	...	...	...	...	9	766	766	269	...	...	224	
Totas	16	1,206	1,149	991	...	...	...	...	16	1,206	1,206	440	86	66	224	
SCHOOL EDUCATION—SPECIAL.																
Industrial Schools ... Boys	1	*68	*65	*60	...	...	...	..	1	68	...	...	...	...	...	
Industrial Schools ... Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of schools or public Institutions	35	1,610	1,551	1,350	...	...	...	...	35	1,610	1,610	781	260	83	224	

* These figures being included in the Middle School for boys are omitted in the total.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGE.										
English ...	Male ...	...	...	...	...	..	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Oriental ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...
COLLEGE FOR PROFESSIONAL TRAINING.										
Law ...	Male ..	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	...	...	—	...	...	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools ...	Male ...	42	...	...	...	...	...	...	..	...
	Female ...	6	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	177	1	..	...	...	...	8	...	...
	Female ...	10	1	...	...	...	...	...	...	...
Vernacular ...	Male ..	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	22	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	131	1	...	...	...	...	5	...	...
Vernacular ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	388	3	...	...	...	...	13	...	...

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.—(Contd.)

Class of Institutions.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Pelhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL.—(Concld.)										
PRIMARY SCHOOLS.										
For Boys ...	Male ...	330	3	11	2	...	...	28	...	...
	Female ...	62	...	..	...	...	...	4	..	...
For Girls ...	Male ...	205	6	4	1	...	...	8	...	...
	Female ...	502	6	5	...	...	...	29	...	...
	Total ..	1,099	15	20	3	...	...	69	...	...
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ..	Male ..	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Schools of Art ..	Male ...	...	...	...	...	...	...	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...
Law Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Industrial Schools ...	Male ...	*68	...	..	..	...	...	...	...	...
	Fealme ...	...	...	...	...	...	...	...	...	...
Other Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total .	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.		1,487	20	3	...	...	...	82	...	...
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(a) Arabic or Persian ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
(b) Sanskrit ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ..	...	...	...	...	...	...	...	...	...
(c) Any other Oriental classics.	Male ...	...	..	...	...	...	...	...	...	...
	Female ...	...	...	..	...	...	...	...	...	...

* Figures against the Industrial School are omitted in the totals as they are included in Middle Schools.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1913-14.—(Concld.)

Class of Institutions.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL.—(*Concld.*)									
PRIVATE INSTITUTIONS.—(*Concld.*)									
2. Elementary Teaching—A Vernacular only or Mainly—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
For Boys ... Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ..	...	...	...	...	...	...	...	...	...
For Girls ... Female ...	...	..	...	...	...	...	...	...	..
3. Elementary Teaching—the Koran only—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
For Boys ... Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...		...	...	...
For Girls ... Female ...	...	...	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
For Boys ... Female ...	...	...	...	...	..	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	...	...	...	...
For Girls ... Female ...	...	...	..	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	..	...	...	...	...
GRAND TOTAL ...	1,487	18	20	3	...	...	82	...	...

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1913-14.

Object of expenditure.	Public Institutions.										Total of expenditure from—				
	Under private management.														
	Aided by the Government.						Unaided.								
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand total.
1	2 *a*	2 *b*	2 *c*	2 *d*	2 *e*	2	3 *a*	3 *b*	3 *c*	3	4 *a*	4 *b*	4 *c*	4 *d*	4
COLLEGES.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SECONDARY SCHOOLS, ENGLISH.															
For Boys { High Schools	8,746	...	2,730	227	3,139	14,842	...	...	...	...	8,746	...	2,730	3,366	14,842
For Boys { Middle „	12,816	...	7,663	299	3,593	24,371	...	...	...	...	12,816	...	7,663	3,892	24,371
For Girls { High Schools	4,224	...	1,061	221	1,944	7,450	...	...	...	...	4,224	...	1,061	2,165	7,450
For Girls { Middle „	9,846	...	4,576	212	2,585	17,219	...	...	...	...	9,846	...	4,576	2,797	17,219
Total	35,632	...	16,030	959	11,261	63,882	...	...	...	...	35,632	...	16,030	12,220	63,882
PRIMARY SCHOOLS.															
For Boys	11,577	1,140	10,065	380	7,342	30,504	...	...	...	...	11,577	1,140	10,065	7,722	30,504
For Girls	15,524	600	11,271	355	4,674	32,424	...	...	...	...	15,524	600	11,271	5,029	32,424
Total	27,101	1,740	21,336	735	12,016	62,928	...	...	...	...	27,101	1,740	21,336	12,751	62,928
Industrial Schools { Boys	1,380		...	...	1,400	2,780	...	...	...	...	1,380	...	...	1,400	2,780
Industrial Schools { Girls															
Scholarships held in— Colleges { Arts	1,356	...	...	...	...	1,356	...	...	...	...	1,356	...	...	...	1,356
Scholarships held in— Colleges { Professional	2,757	...	...	...	...	2,757	...	...	...	...	2,757	...	...	...	2,757
Scholarships held in— Secondary Schools	1,698	...	...	...	...	1,698	...	...	...	...	1,698	...	...	...	1,698
Scholarships held in— Primary „	2,998	...	...	...	...	2,998	...	...	...	...	2,998	...	...	...	2,998
Buildings	13,102	...	1,497	887	7,570	23,056	...	...	...	...	13,102	...	1,497	8,457	23,056
Furniture	1,713	...	...	202	914	2,829	...	...	...	...	1,713	...	...	1,116	2,829
Miscellaneous	22,658	300	46,376	150	13,345	82,829	...	...	...	...	22,658	300	46,376	13,495	82,829
Total	46,282	300	47,873	1,239	21,939	1,17,523	...	...	...	...	46,282	300	47,873	23,068	1,17,523
Total expenditure on European Institutions.	1,10,395	2,040	85,239	2,933	46,506	2,47,113	...	...	...	...	1,10,395	2,040	85,239	49,439	2,47,113

EDUCATION.—SUBSIDIARY TABLE V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1913-14.

Class of school.	Number of schools.	Number of pupils on the rolls on 31st March.	High stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation examination.			Middle stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond Lower Secondary Middle stage.			Upper Primary stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.			Remarks.
												Reading printed books.			Not reading printed books.						
			1			2			3			4			5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys — Aided — English	8	245	42	6	48	186	11	197	...	...	...	...	...	...	...	...	...	228	17	245	
For Boys — Unaided. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	8	245	42	6	48	186	11	197	...	...	...	...	...	...	...	...	...	228	17	245	
For Girls — Aided — English	10	159	...	22	22	...	137	137	...	...	...	...	...	...	...	...	...	...	159	159	
For Girls — Unaided. — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	10	159	...	22	22	...	137	137	...	...	...	...	...	...	...	...	...	...	159	159	
Total Secondary Schools	18	404	42	28	70	186	148	334	...	...	...	...	...	...	...	...	...	228	176	404	
PRIMARY SCHOOLS.																					
For Boys — Aided	7	440	...	...	...	...	...	...	152	18	170	211	41	252	11	7	18	374	66	440	
For Boys — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	7	440	...	...	...	...	...	...	152	18	170	211	41	252	11	7	18	374	66	440	
For Girls — Aided	9	766	...	...	...	...	...	...	17	178	195	148	278	426	59	86	145	224	542	766	
For Girls — Unaided	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total	9	766	...	...	...	...	...	...	17	178	195	148	278	426	59	86	145	224	542	766	
Total Primary Schools	16	1,206	...	...	...	...	...	...	169	196	365	359	319	678	70	93	163	598	608	206	
GRAND TOTAL	34	1,610	42	28	70	186	148	334	169	196	365	359	319	678	70	93	163	826	784	1,610	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' schools or Girls' schools, according as the number of boys or of girls is greater.

Government of India Table X.—Classification of pupils by age for the year 1913-14.

Ages.	Primary.					Middle stage.			High stage.		Total.
	Infants or preparatory classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
Below 5	44	...	...	...	...	...	...	...	...	...	44
5 to 6	122	...	...	...	...	...	...	...	...	...	122
6 to 7	110	14	1	...	...	...	...	...	...	...	125
7 to 8	91	50	9	2	...	...	...	...	...	...	152
8 to 9	35	47	57	9	2	...	...	...	...	...	150
9 to 10	29	44	50	35	13	...	...	...	...	...	171
10 to 11	13	22	41	53	23	6	3	...	...	...	161
11 to 12	6	14	13	37	25	35	5	...	...	...	135
12 to 13	3	10	16	24	31	22	14	6	...	...	126
13 to 14	...	4	11	17	29	36	25	17	...	...	139
14 to 15	...	...	5	5	19	24	24	24	10	1	112
15 to 16	...	...	2	6	11	9	18	22	10	3	80
16 to 17	...	...	...	...	3	4	8	23	15	2	55
17 to 18	...	...	...	...	...	...	2	6	12	6	26
18 to 19	...	...	...	...	...	...	1	...	6	2	9
19 to 20	...	...	...	...	...	...	...	...	2	1	3
Over 20	...	...	...	...	...	...	...	...	...	...	...
Totals ...	453	205	204	188	156	136	100	98	55	15	1,610
Totals ...	1,206					334			70		1,610

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REPORT

ON THE

STATE AND PROGRESS OF EDUCATION

IN THE

CENTRAL PROVINCES AND BERAR

FOR THE YEAR

1914-15

Agents for the Sale of Books published by the Central Provinces Administration.

IN ENGLAND.

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A. M. & J. FERGUSON, Booksellers, Ceylon.

No. 1185/VI—10-3.

Central Provinces Administration

EDUCATION DEPARTMENT

Nagpur, the 4th November 1915.

READ—

Letter No. 6981, dated the 1st September 1915, from the Director of Public Instruction, Central Provinces, forwarding the Report on the State and Progress of Education in the Central Provinces and Berar for the year 1914-15.

READ ALSO—

The Circle and District Reports.

RESOLUTION.

The great impetus given to the expansion of educational schemes by the generous grants from Imperial Funds and the considered statements of educational policy issued by the supreme Government have of late brought the work of the Education Department into great prominence and have materially added to the responsibilities of the officers of the Department. The total amount spent by or on behalf of the Department during the year was over 48¼ lakhs, and this sum does not take into account the large expenditure incurred on educational objects from their own resources by Municipalities, Local Funds and private bodies. The Report of the Director of Public Instruction for the year 1914-15 contains an interesting and comprehensive review of the steady progress which is being made in working out the important schemes approved in the past and indicates clearly the directions in which improvement may be sought in the future.

2. The demand for the provision of greater facilities for Secondary and Collegiate education has been a marked feature in the reports of recent years. The question has attracted special attention in the past year, but the difficulties which have to be faced are not always realised or appreciated. The financial aspect is only one side of the problem, and the erection and equipment of buildings and the training of a competent staff are matters that take time. The ideal which the Administration has set before itself is the co-ordinate development of education in its Primary, Secondary and Collegiate branches, and the present report sufficiently indicates the steps taken in this direction by the opening of new schools and by the expansion and improvement on established lines of existing schools and colleges. The Report of the Central Provinces and Berar University Committee, which is shortly to be considered by the Administration, marks a further stage of development towards equipping the Province with a self-contained educational organisation. Underlying this policy is the determination to secure that institutions provided or recognised by Government maintain a high standard of efficiency and quality and that the instruction which they give exercises a thoroughly sound influence on the rising generation.

3. The increasing recognition of the value of English education is a conspicuous feature of the report, but the satisfaction of the demand for such education is a serious problem for the Department. The policy of the Administration in Secondary education laid down in 1911 includes the provision of a High School at the head-quarters of every district. These schools are not meant to meet the entire demand for Secondary education, but to serve as models for

further schools, the supply of which should be secured through the agency of local bodies or of the general public as the demand for High School education increases. During the year the number of pupils in High School classes increased by 471 and six new High Schools were opened, of which three are under Government management, while further accommodation in the high sections of the existing High Schools was provided by the transfer of lower sections to Municipal management. Anxious as the Administration is to do all in its power to provide for higher education, the resources at its disposal for this purpose are not unlimited, and the bulk of the demand in the future must be borne by private effort or by local bodies, aided by the Education Department with funds and expert advice. Thirty-two new Middle Schools were brought under recognition in the course of the year, the increase in pupils being over 2,000. The majority of these schools are under private management, and in this connection Mr. Mayhew, in paragraph 16 of the Report, sounds a note of warning regarding the danger of a disproportionate growth of Anglo-Vernacular Middle Schools and the consequent increase in the number of boys who after the completion of the Anglo-Vernacular course are stranded by the impossibility of finding accommodation in the available High School classes. The proper control of these Anglo-Vernacular Schools and the arrangements for adequately financing and properly staffing them present problems which will require the most careful consideration.

4. In the matter of Collegiate education, interest centres chiefly in the Report of the University Committee, which has been mentioned above. The future development of the existing Colleges depends in large measure on the part assigned them in the scheme of the Provincial University, while the Colleges of the future will come into existence as definite parts of the proposed University. In these circumstances, it is inevitable that many problems in connection with Collegiate education should await the decision on the University scheme and that the Colleges should not be committed now to developments which may have no part in that scheme. It is gratifying to note, however, that the administration and progress of the Colleges in the past year were satisfactory. The further increase of 164 in the number of College students necessitated increases in the staff of all the Colleges. The completion of the fine building for the Arts College at Jubbulpore will provide more satisfactorily for the immediate needs of the Northern portion of the Province, while temporary arrangements will, as far as possible, be made in the Nagpur Colleges to meet for the present the increasing demand for accommodation.

5. In the Primary stage the increase in the number of pupils was small as compared with the previous year, and though 127 new schools were opened the number was less than in 1912-13. But the results of the efforts made to keep the lower classes of these schools within reasonable proportions and to eliminate habitual absentees must be recognised, as well as the fact that in the figures of 1912-13 the immediate effects of the liberal Imperial grants given in previous years were visible. Grants amounting to over 4 lakhs are now in the hands of local bodies for expenditure on Primary School buildings, and a school building programme has been devised so as to secure the fullest value for the available funds and their most effective distribution. The pay and prospects of the staff have been improved, existing Normal Schools are being extended to provide facilities for the training and re-training of teachers, and arrangements are being made to open as soon as possible an additional school of this type at the head-quarters of the Seoni District.

6. Closely connected with the expansion of Primary education is the question of Vernacular Middle Schools. Though a policy of consolidation has caused a temporary drop in the number of these schools (but not of their pupils) during the year under report, the development of schools of this type on carefully considered lines is an important matter, as, apart from the fact that they provide the masters for the Primary Schools, the Administration looks to them to supply the class from which the lower ranks of Government Service, Head Constables, Patwaris and so forth, are drawn.

7. Female education proceeded on established lines. Six aided Primary Schools were provincialised, and it is satisfactory to note that the Amraoti Girls' High School is receiving encouraging support and fulfilling the promise with which it began. The question of the organisation of Female education in the Province as a whole calls for examination, and a comprehensive scheme of reconstruction is now being considered by the Administration.

8 The arrangements for the construction of the Muhammadan High School for boys at Jubbulpore are under consideration and the foundation stone of the main building was laid by the Chief Commissioner in May last. A contribution of Rs. 30,000, of which half was a special grant from the Government of India and the remainder was added by the Local Administration, was sanctioned for this purpose.

9. The Report shows that the provision of educational facilities for special classes, *e. g.*, the Chamars of Chhattisgarh and the depressed classes in Berar and Nagpur, is not being neglected.

10. The Chief Commissioner is glad to recognise the efforts that are being made in the schools to supplement the literary training imparted in them. The promotion of organised games in which the pupils generally are encouraged to take part should do much to increase their smartness and alertness, and the organisation of courses in First Aid is a useful addition to the purely literary side of instruction. The satisfactory beginning made by the Engineering School at Nagpur is another gratifying feature of the report, and the Chief Commissioner hopes that the provision made for technical instruction will be the means of assisting those who are neither inclined nor fitted for purely literary studies to find a career in which they can contribute to the material welfare of the community.

11. The change in the office of Director, necessitated by Mr. Wright's illness, during a period of exceptional activity might have been a matter of serious consequence, and the Department was fortunate in obtaining as its head an officer of Mr. Mayhew's exceptional ability and zeal. Sir Benjamin Robertson desires to record his indebtedness to Mr. Mayhew, both for his work during the year and for his practical and suggestive report.

ORDER.—Ordered, that a copy of this Resolution be submitted to the Government of India, Department of Education; also that a copy be forwarded to the Director of Public Instruction, Central Provinces, for information and guidance; and that it be published in the *Central Provinces Gazette.*

J. T. MARTEN,

Chief Secretary to the Chief Commissioner,

Central Provinces.

Govt. Press, Nagpur:—No. 1640, Civil Sectt.—5-11-15—494.

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No. 6981.

FROM

THE HON'BLE MR. A. I. MAYHEW, B. A.,

OFFG. DIRECTOR OF PUBLIC INSTRUCTION,

Central Provinces,

TO

THE SECRETARY TO THE HON'BLE THE CHIEF COMMISSIONER,

EDUCATION DEPARTMENT,

Central Provinces.

Nagpur, the 1st September 1915.

SIR,

I have the honour to submit the Annual Report on the state and progress of Education in the Central Provinces and Berar for the year 1914-15.

Administration.

2. Mr. Wright, Director of Public Instruction, was on leave throughout the year during which period I have officiated in his place.

3. Mr. Kilroe, Assistant Director of Public Instruction, enjoyed two months privilege leave, his work being temporarily taken by Mr. Evans, Inspector of Schools, Nagpur, for whom his Assistant, Rai Sahib Gulab Singh, officiated. Mr. Sells, Principal of the Arts College, Jubbulpore, was deputed during the year for inspection of Chiefs' Colleges, and Mr. Rowlands was in charge of the College during his absence. Mr. Jones was on Special Duty throughout the year as Secretary to the Central Provinces University Committee. In his place the services first of Mr. Watchmaker of the Provincial Educational Service and subsequently of Mr. F. Kynoch Clark, a new recruit in the Indian Educational Service, were lent to the Morris College authorities, Mr. Tostevin continuing to occupy the post of Principal.

Mr. Beckett's leave of ten months was curtailed on the outbreak of war, and he returned to the Victoria College of Science as Principal in September, subsequently taking up in January the new post of Inspector of European Schools and Science. Mr. Owen officiated as Principal of the College during Mr. Beckett's absence on leave and has now succeeded him as Principal, while Mr. L. J. Goldsworthy, another addition to the Indian Educational Service, has taken Mr. Beckett's place as Professor of Chemistry. Mr. Macnee, Inspector of Schools, Berar, enjoyed three months' leave at the beginning of the year and proceeded on active service with the Maxim Gun Contingent of the Nagpur Volunteer Rifles in September. His Assistant Mr. Kulkarni officiated for him while on leave and on active service till January when Mr. A. G. Dix, a third Indian Educational Service recruit, was posted to the Circle. Besides Mr. Macnee three members of the Department volunteered for active service, but the Hon'ble the Chief Commissioner was unable to spare their services in this Province.

4. At the beginning of the year the new office of Inspectress of Schools, Jubbulpore Circle, and at the close of the year the new office of Inspector of European Schools and Science, were formed. Further references to these offices will be found in last year's report and later in this report.

The sanction of the Secretary of State was also accorded to the addition to the cadre of a third Indian Educational Service High School Headmaster and of two Indian Educational Service Inspectors of Schools. The number of Circles will thus be increased to seven, and at the same time sanction has been given for the appointment of an Assistant Inspector for each Circle, the present number of these officers being only three.

The minimum pay of Assistant Inspectresses in the Provincial Educational Service has been raised from Rs. 150 to Rs. 200 in view of the expenses incurred by these officers, and the pay of the post of Headmistress of the Girls' High School, Amraoti, has been raised from Rs. 250, with House Allowance Rs. 50, to Rs. 400 with free quarters. Some personal allowances were also granted to officers in the Provincial Service pending reorganisation of that service.

5. Four officers joined the Indian Educational Service in this Province during the year. Of these Messrs. Goldsworthy, Clark and Dix have been mentioned in paragraph 3. The last two are destined eventually to occupy the important posts of High School Headmasters, but temporarily it has been found necessary, owing to leave and war vacancies, to give them other work which will afford them experience likely to be of value to them as Headmasters. It has also been found possible to post both these future Headmasters on special duty at the Training College, Jubbulpore, for a few months. The same procedure has been adopted in the case of Mr. H. S. Staley, the fourth recruit who was engaged by the Secretary of State as one of the new Inspectors. He joined in March and was allowed three months for study of the Vernacular and a further period at the Training College. I attach the greatest importance to the deputation of new men to the Training College before taking up Inspectors' or Headmasters' work. From Mr. Spence and the various institutions under him they can learn much, and the new ideas they bring with them are beneficial to the institutions. We are fortunate this year in having secured recruits who have gained valuable teaching experience prior to their appointment, and I expect much from each of them.

Statistics.

6. The year's figures show an increase of 210 schools and 9,213 scholars. This increase is not nearly so large as that recorded in last year's report, and the reasons for this decline in the rate of increase are given below in connection with Primary education where alone the decline has been noticeable. But in general it may be said that, while in the Chhattisgarh and Berar Divisions steady numerical progress continued, there was a distinct decline in the rate of progress in the other three divisions and particularly in the Jubbulpore and Nerbudda Divisions. These divisions seem to have been hard hit by plague and in some cases cholera while the financial effects of the war are said to have had a depressing effect throughout. In only two districts, Saugor and Narsinghpur, has there been any actual falling off in the percentage of pupils under instruction, and, if there is anywhere any slackening of the general demand for education, it is due to circumstances of a purely local or temporary nature. The other reasons given below for diminution of rate of increase in Primary Schools are for the most part what might be expected as the result of increased efficiency of administration. There is no doubt that, if we were to throw considerations of efficiency to the winds, we could fill an indefinite number of additional badly housed and badly staffed institutions at a rate that would satisfy the most ardent believer in statistics. Fortunately the Commissioners, Deputy Commissioners and most District Councils and Municipal Committee members, who have considered the question carefully, are vigorously opposed to such a policy and are continually giving the Education Department most salutary reminders as to the need for increased efficiency as a condition of further numerical advance.

7. The total expenditure on education rose from Rs. 39,80,802 to Rs. 48,29,941, of which Rs. 4,25,052 from Government of India grants was spent through the Public Works Department and is not included in the table of expenditure. The total expenditure from Government of India grants was approximately $11\frac{1}{3}$ lakhs. Full details regarding progress in the utilisation of these grants are given, as required by the Hon'ble the Chief Commissioner in the special statements attached to the report.

University.

8. The Central Provinces and Berar University Committee referred to in last year's report held eight sittings in July and August to discuss general principles and laid down the main lines of their scheme in two meetings in September. Details were then elaborated by Sub-Committees whose reports were considered and adopted at four meetings in December. The final report was passed at two meetings in March and was submitted to the Local Administration at the close of the year. It has subsequently been published for criticism. The Hon'ble the Chief Commissioner has already acknowledged the valuable services rendered by Mr. Jones, the Committee's Secretary, and the labours of all members of the Committee, official and non-official, who gave up very much time that they could ill spare to the work, are worthy of high praise.

Colleges.

9. There was a further increase of 164 in the number of students undergoing Collegiate education. A temporary lecturer was added to the staff of the Jubbulpore Arts College, the staff of the Morris College was increased by one and the staff of the Hislop College by two. To meet the continually growing demand, the staff of the Morris and Hislop Colleges have been further strengthened during the current year, and in these Colleges as in the Arts College, Jubbulpore, where owing to difficulties of accommodation additional teachers cannot be employed, everything possible has been done to accommodate the maximum number of eligible students. The completion of the new Jubbulpore College buildings during the current financial year will render it possible to admit more students and if necessary increase the staff of the College. Now that the University Committee has finished its work, it is possible to push forward plans and estimates for the new Amraoti College, and in general the numerical problem of Collegiate education is receiving most careful consideration from all points of view. Apart from questions of finance it is difficult to estimate accurately the additional number for whom provision has to be made. The figures relating to rejected students quoted at the beginning of each college year in the local press can only be accepted with caution. Many of "the rejected" apply for admission in all the colleges and ultimately gain admission somewhere while others are "hardy annuals" who will not believe that repeated failure in examination justifies their giving place to others. To what extent we should re-admit those who have failed to profit by instruction is a difficult question requiring careful study.

10. Final preparations for the provincialisation of the Morris College were completed during the year and my proposals were sanctioned early in the current year. The college has been under Government management from July 1st, 1915, and details regarding its staff and position belong to the next annual report. The College Council have expressed their grateful recognition of the services rendered to the college by Messrs. Jones and Tostevin as Principals during the *régime* that has now come to an end.

11. The administration of this college and also of the Arts College, Jubbulpore, and Hislop College, Nagpur, was satisfactory throughout and progress continued on established lines. Progress in studies was impeded by the advent of plague which necessitated the closure of the Nagpur Colleges in January. For the safety and convenience of the large number of students appearing for the University Examinations at Nagpur during the plague, I authorised the holding of an Examination Camp for students near the Central Jail. This camp was organised with economy and success by Mr. Tostevin, aided by the Municipal Secretary and members of the Morris College staff. Progress in games is hindered particularly in Nagpur by the want of good playing fields fit for use throughout the year. This want limits the activities of the less competent students though the college teams have plenty of scope and the Inter-Collegiate Tournament excites keen interest and results in well-fought matches. Existing hostel accommodation has also been found insufficient. These wants have led the Young Men's Christian Association to propose that the grant already promised to them should be utilised in construction of a hostel and preparation of a playing field near the Morris College and available for students of this college and the Hislop College. The proposal is now being considered by the Local Administration.

12. Very substantial progress was made with the new buildings for the Jubbulpore Arts College during the year, the main college block, Professors' bungalows, servants' quarters and subsidiary hostel being completed and the laboratories and other works begun. The total expenditure up to the close of the year slightly exceeded five lakhs. Schemes for laying out of the grounds, sanitation, water-supply and electric installation were prepared. It is possible that the execution of these schemes may delay the moving of the college into its new quarters till the beginning of the next academic year, the date originally hoped for being January 1916.

13. The numbers in the College of Science increased from 72 to 79, but the Principal complains that it is still difficult to persuade those who pass the Intermediate Science examination to continue in the college for the B. Sc. course. Possibly the arrangements made during the year for holding the practical portion of the examination at Nagpur instead of Allahabad will increase the attractiveness of the B. Sc. course. For the Intermediate classes more accommodation has been found necessary and the Agricultural Department has kindly allowed the college the use of four rooms hitherto belonging to that department, which will be fitted up for laboratory use. A substantial sum was allotted for additional apparatus during the year. Though the students come from both the Hislop and Morris Colleges, they now form a separate team for the Inter-Collegiate athletic tournament.

14. The University Examination results of 1914 compare favourably with those of the University as a whole. In law the results were slightly below and in the Intermediate and B. A. rather above the University average. The Science results were the best obtained so far.

Boys' Secondary Education (High and Anglo-Vernacular Middle).

15. The number of pupils in the high section increased by 471 and six new High Schools were opened, three under Government management at Khamgaon, Damoh and Betul, two under private management at Hoshangabad and Nagpur, and one under Municipal management at Ellichpur. Only the fifth classes of these new Schools were opened, the sixth being added during the current year. All these schools have been recognised by the University of Allahabad. The number of sections in some Government High Schools was also increased without additions to the staff by the transfer of a corresponding number of Middle Department sections to Municipal Schools in the same locality. In the middle stage of Secondary education there was an increase of 2,078 pupils and 32 new schools were brought under recognition, 5 under Municipal management and 27 under private management. The necessary staff was also provided for completing certain Government Anglo-Vernacular Schools in Berar by the addition of a fourth class. All the new Schools under private management are in Berar where the growing demand for Secondary education is most marked. They have grown out of the private English Classes previously attached to District Board Schools and have only been provisionally recognised and registered for aid for a period of two years It is probable that with few exceptions they will be found unfit for permanent recognition at the close of this period unless the Commissioner's scheme for bringing all of them under a strong central Committee with adequate financial resources is realised. The prospects of the new Municipal Schools with pensioned staff and more responsible management are brighter, but until the survey of Vernacular Education in Municipalities is completed, the funds available for development of Municipal Secondary education cannot accurately be determined.

16. This very marked increase in the number of Secondary Schools and scholars is most cheering in so far as it indicates a growing recognition of the value of English education. It is also satisfactory to note that the increase in the number of pupils has not been accompanied by any relaxation of the strict rules limiting the number of pupils in each Class and that the number of teachers has grown with the number of sections. The sanctioned increase in the Inspectorate, recorded above, will no doubt increase the efficiency of this class of school. At the same time there are many problems arising out of the expansion of Secondary education that still await solution and give rise to much

anxiety. The limits of Government enterprise have been strictly demarcated and it is still uncertain to what degree private management with grants-in-aid will be able to deal satisfactorily with the ever-growing number of pupils for whom Government cannot provide. The difficulties may be summarised as follows.

Financial.—It is by no means certain yet that the Committees of the aided schools that are now rising will financially be in a position to maintain a properly paid and qualified staff even with the aid of the maximum grant allowable under the rules. And if the present rate of increase in the number of aided schools continues, the time will come when payment of the maximum grant will be possible only in exceptional cases and when some schools will probably have to be left entirely unaided. This is what has happened in other Provinces where aided Secondary Education has been widely extended. Before this time comes, the question of raising the present rates of fees ought to de settled.

Administrative.—Rapid increase of Secondary Schools necessitates corresponding increase in the number of teachers. But even now it is difficult to secure a sufficient number of graduate teachers. The recruitment of teachers in schools under private management is attended by very special difficulties, and teachers are already being employed on inadequate salaries and with no prospects without due enquiry regarding character, antecedents or ability. In dealing with staff appointments and other important school affairs some Committees betray marked ignorance of educational requirements.

At present it is customary for 60 per cent or 65 per cent of our candidates to fail in the Matriculation Examination, and many candidates fail more than once. These lamentable results continue in spite of strict orders regarding the special testing of candidates for admission to Middle and High Schools, the conduct of promotion examinations and the expulsion of "overtimers" whose further progress is improbable. With a growth in the number of schools under private management which cannot be controlled from without so effectively as Government schools, there is a real danger of a large increase in the number of unfortunate youths who are taken up to the Matriculation Class and left stranded there without hope of passing the examination. It may be added as a corollary that the extent of the genuine need for more Secondary Schools cannot accurately be determined without searching enquiries regarding the number of obviously unfit pupils at present reading in our schools.

At present the number of Anglo-Vernacular Middle Schools is growing out of all proportion to the number of High Schools, and very few of these new Anglo-Vernacular Schools show any signs of being High Schools in the making. The Anglo-Vernacular Middle course is not an end in itself but is merely preparatory to the High School course. A large increase in the number of boys who after completion of the Anglo-Vernacular Middle course are unable to find room in a High School is not to be desired. Their actual attainments will be by no means commensurate with the aspirations aroused by their education. To a small extent this difficulty is being met by the closure of Middle School classes in Government Schools and the opening of a corresponding number of High School classes as private Middle Schools increase. But this policy involves additional expenditure to Government and cannot indefinitely be pursued.

It is right that these difficulties which are receiving the careful attention of the Department should be duly appreciated and discussed. Without contemplating any change in the Secondary Education policy laid down in the Resolution of 1911, I am convinced that its elaboration will demand great caution and tax the resources of the Department to the utmost.

17. Further progress in the Provident Fund Scheme for teachers in Aided Secondary Schools has temporarily been suspended as the general advice of the Government of India in this important matter is awaited. The policy of admitting to the Training College teachers from Aided Schools and of paying grants for their substitutes was continued.

18. The reorganisation of the grades and salaries of Government Secondary School teachers which was described in the last annual report was brought into effect from the beginning of the year under review and many teachers received in consequence substantial promotion while the prospects of all were improved. Deputy Inspectors of Schools have been included with Secondary School teachers in the select division, graded from Rs. 150 to Rs. 250, and in the upper division graded from Rs. 60 to Rs. 125, according to service and merit, while Normal School teachers here have been placed in the select or upper division if graduates and in the lower division, graded from Rs. 40 to Rs 125, if undergraduates. There was a further increase in the number of candidates for the Matriculation Examination, 1915. The percentage of passes fell from 42 to 38, which was however considerably above the University percentage. The Mission High School, Seoni, had the highest percentage of passes, but the Berar Schools sent in more candidates and secured a creditable number of passes. The Amraoti Hindu High School did particularly well. The quality of teaching in Berar is undoubtedly superior to that in the Central Provinces. I have now visited all the High Schools in the Province. Though the work on the whole is conscientious and the headmasters' organisation and supervision are often careful, there is throughout a deplorable dead level of mediocrity and sameness in method. The teachers who have been recently trained at Jubbulpore succeed to some extent in applying what they have learned, but the conspicuous and inspired teacher is hard to find, and there is not enough experimental work. It is especially disquieting to find so few men likely to make good headmasters in the future.

19. During the year some important orders were published relating among other things to the admission of pupils from outside the Province, the employment of teachers from outside the Province, the appearance of teachers for University Examinations, home-work regulations and the conduct of the admission tests.

20. The newly appointed Inspector of Science is making a careful survey of High School Laboratories and their requirements and is also drawing up a new course in Elementary Science for Anglo-Vernacular Middle Schools. His work has been co-ordinated with that of the Circle Inspectors.

21. It was decided during the course of the year, in accordance with the request of the Managing Committee, that the Jagannath High School, the District High School of Mandla, which has hitherto been supported from the Jagannath Trust Fund and Government grant, should be taken under Government management. As many intricate legal technicalities are involved and many details have to be settled, the execution of this scheme is likely to be deferred for some time. If funds are available, the Municipal High School, Bilaspur, will be taken over by Government next year.

Government Secondary School buildings.

22. During the year one new High School Laboratory, three new High School Hostels and one Anglo-Vernacular School building were completed and one High School and one Middle School building extended. One High School Laboratory and six High School buildings were begun and further progress made with one Middle School building. Substantial grants were also paid or promised towards the construction or equipment of aided school-buildings.

Vernacular Middle Schools—Boys.

23. There was a further slight increase of 340 pupils in the Vernacular Middle School stage. The decline in the number of such schools is due to the closure of certain schools in Berar where a wise policy of consolidation has been initiated. Many District Councils are anxious to extend this most important class of school, but the extent of such development will depend largely on whether funds are available for increasing the recurring grant sanctioned by the Local Administration for this purpose. The question is receiving careful consideration in connection with the Normal School scheme. I am convinced that even apart from their function as feeders of Normal Schools, there is a hopeful future for these schools, and that if only they are located at wisely chosen head-quarters stations, they will attract many more pupils and relieve the pressure on English Schools.

24. There was an increase of 6,407 pupils in the Primary stage against an increase of 26,405 pupils recorded in last year's report. In 1913-14 the results of the extremely generous grants allotted by the Government of India in 1912-13 and 1913-14 were visible. The recurring grant of Rs. 50,000 received from the Government of India in 1914-15 was devoted entirely to the opening of more Primary Schools and was distributed among four divisions, the Jubbulpore Division alone being excluded for local reasons, in time for 127 schools to be opened before the close of the year, but not in time for these schools to attain to their full strength. The presence of plague and cholera and possibly to some extent financial depression resulting from the war affected attendance. Moreover determined efforts were made during the year to get habitual absentees struck off the rolls and to bring unwieldy classes, particularly the lower classes, within the limits imposed by staff and accommodation. Several Deputy Commissioners very wisely in my opinion, oppose all attempts to increase the attendance at the cost of efficiency. The Deputy Commissioner of Saugor in a very interesting note questions the desirability of bringing pressure to bear on those castes and classes which are averse to education with a view to the school enrolment of their children in so far as such a policy involves the crowding out or comparative neglect of pupils from castes or classes that demand education. And other Deputy Commissioners draw attention to the overcrowded infant classes. There are 97,049 pupils in these classes and only 36,851 in the fourth class. The wastage is therefore very great and it is doubtful to what extent we are justified in devoting precious space and the time of the staff to a large number of infants whose parents use the school apparently as a crèche. Much attention is being paid to such problems as these, and the question of distribution of schools is also being discussed. Schools that are not adequately patronised are freely transferred to villages where a real need exists. "Outpost" schools are being tried in jungly and backward areas, though in several quarters the planting of such schools at a time when the needs of more progressive areas cannot fully be met is not viewed with much favour.

25. It is disappointing to note that there was an increase of only 770 pupils in the upper primary stage of instruction and a fall of nearly 1,000 in the number of candidates for the Primary Examination. For this the facts referred to in the preceding paragraph may be urged as reasons, but, if one remembers that a Primary School course which stops short of the fourth standard is hardly worthy of the name of education and fails to produce permanent results, it is impossible to view these figures with equanimity. On the other hand a slight increase in the percentage of Primary Examination passes and slight improvement in the average daily attendance are signs of slowly growing efficiency.

26. The pension scheme referred to in the last Annual Report was brought into force at the beginning of the year, and District Council posts of more than Rs. 10 are now pensionable while the pay of certificated teachers has been raised to a minimum of Rs. 11. The policy of allowing only posts of Rs. 12 and upwards to be created from the Government of India grant and of insisting on a proportionate number of higher posts being created from these grants was continued and has recently been confirmed by the Local Administration. A few Municipalities still keep certificated teachers on salaries of less than Rs. 11, but pressure is being brought to bear on them. Our next aim must be to raise the minimum pay of uncertificated teachers to Rs. 10 and to increase the number of well-paid posts for teachers of merit and standing. A step in this direction has been taken during the current year by raising the minimum pay of uncertificated teachers to Rs. 8, and in Berar a scheme was prepared last year for general improvement of teachers' prospects. There is some chance of this being done in Berar from the District Boards' own surplus funds.

27. A separate cadre was formed during the year for teachers in the few Primary Schools under Government management, and such members of the staffs in Normal and Practising Schools as were not provided for in the Secondary School reorganisation scheme were included in this cadre. In all 70 posts ranging from Rs. 12 to Rs. 60 have been provided.

28. One of the necessary conditions of increased efficiency in Primary Schools is a further development of the subordinate inspecting agency. In several Districts the need for an additional Deputy Inspector is obvious, but unfortunately no steps could be taken in this direction during the year under review and the provision proposed for the creation of new posts in the current year's Budget has been necessarily omitted owing to the reduction of new expenditure on account of the war.

Vernacular School buildings.

29. A Government of India grant of Rs. 5,00,000 for the construction of Vernacular Schools buildings was distributed among District Councils and Municipalities early in the year and certain instructions of a broad and general nature were issued in regard to the expenditure of the allotments. Commissioners were allowed with my approval to redistribute the total amounts allotted to their Divisions among their Local Bodies and the general programme of expenditure for each Division was to receive my approval, details regarding plans and estimates, sites and so on being left to the local authorities for settlement in consultation with the Inspector of Schools. From some Divisions programmes were received and approved sufficiently early to allow a good start to be made with construction during the year. But in other Divisions there was regrettable delay and the programme of one Division was not received till after the close of the year. Only 66 District Council buildings and 5 Municipal buildings were actually completed during the year. The delay though regrettable was due to determined efforts on the part of Deputy Commissioners and Commissioners to distribute their funds wisely and to get full value for the money. In future years there will not be the same delay in distribution of funds and framing of programmes if the proposals that have been made with the approval of Commissioners for a standard distribution of Government of India grants are sanctioned, if an approved list of schools requiring buildings in order of priority is maintained for each district, and if standard plans and estimates for the various types of Vernacular Schools adapted to the needs and circumstances of various localities are approved and published. Such plans and estimates are under consideration. It is also essential that sites should be selected and marked down for the buildings of all schools not yet provided and that villages which offer such sites free of charge should receive preference. The policy of entrusting the construction of village school buildings to School Committees or local Malguzars is being tried in at least one district, and I should like to see more such experiments. Though the results are not always encouraging, the difficulty of obtaining contractors and the heavy burden of work falling on the Divisional Local Fund Engineering Department make it imperative to enlist local co-operation wherever possible.

Training of teachers.

30. The results of examinations in the Training College, Jubbulpore, continued to be satisfactory. The number of graduates under training rose to 11 and the steady increase in the number of undergraduates under training continued. There was satisfactory development of the work in the several institutions under Mr. Spence's charge. Pamphlets on the teaching of various subjects were prepared by various members of his staff and will be published in due course for the benefit of teachers. Useful attempts were also made to give a more practical turn to Nature Study and to encourage students in Nature Study collections. The class for the re-training of Vernacular School teachers, opened at Jubbulpore during the year and referred to in the last annual report, made a most satisfactory start, and as the result of the year's experimenting and a useful note on the subject, I have been able to issue necessary instructions for the two additional re-training classes that have been opened this year at Amraoti and Nagpur. It has now been decided that the primary aim of these classes shall be the preparation of teachers who have shown merit in the past for work in Vernacular Middle Schools or as Headmasters of Primary Schools.

31. The Practising School of one Normal School was raised to the Vernacular Middle stage and in two Normal Schools courses of blackboard drawing for teachers were instituted in a more definite and practical fashion than has hitherto been the case. The Hon'ble the Chief Commissioner approved of the general proposal to establish an additional Normal School at Seoni and preliminary steps were taken in regard to the selection of a site and preparation of

plans for its building. A general scheme for the reorganisation and multiplication of Normal Schools was under consideration during the year and it is hoped that the details of a complete and approved scheme will be chronicled in the next annual report. I was able to see something of the work of the schools during the year and am pleased with what the staff are doing, subject to their present conditions, which are admittedly capable of improvement. There was no falling off in the quality or quantity of their work.

The new buildings for the re-training class at Nagpur were completed during the year and progress made with the new buildings for the Amraoti class.

Technical and Special Education.

32. The most important event was the opening of the Engineering School, Nagpur, in July and the attachment to this school of a Motor Class in November. In the last annual report reference was made to the provision of buildings for this school and the appointment of a Superintendent of Workshops. The Engineering School provides a three years' Civil Engineering course up to the Sub-Overseers' or in special caees the Overseers' standard and six Government scholarships of Rs. 10 to Rs. 12 and one Nagpur Volunteer Rifle Scholarship of Rs. 15 to Rs. 20 are offered for this course. In the Entrance examination which is confined to those who have passed the Matriculation Examination or European Middle School Examination eight candidates including three Europeans obtained admission and seven won scholarships. A four years' course in Mechanical Engineering is provided leading up to the first class Boiler Certificate and eight candidates including three Muhammadans won admission and scholarships. Eight Government scholarships ranging from Rs. 8 to Rs. 25 and a Nagpur Volunteer Rifle Scholarship of Rs. 15 to Rs. 25 are provided. Instruction in the Civil and Mechanical Engineering courses is given by the staff of the College of Science, the Principal of which is in charge of the institution, and by the Superintendent of Workshops (Rs. 400) and two Assistants (Rs. 300—400+ house allowance Rs. 50 and carriage allowance Rs. 30 and Rs. 100—200). There are also five Mistries. These posts have been satisfactorily filled and the staff is reported to have worked well. It has been found necessary to increase the staff during the current year. The work of the school suffered at the end of the year from closure owing to plague.

33. The Motor Class offers a course of two months for Chauffeurs who are taught to drive and execute minor repairs. Fees are charged for admission to this class. It offers also a four years' course for the thorough training of motor mechanics, and for this scholarships of Rs. 7 to Rs. 25 are offered. To the Chauffeur class 8 persons were admitted and in the Motor Mechanics class 4 scholarships were awarded. For this class a motor-shed was constructed and equipped, two practice Motor Cars provided (one kindly placed at the disposal of the school by the Hon'ble the Chief Commissioner) and a Motor mechanic (Rs. 50—75) appointed. An allowance of Rs. 100 has been sanctioned for the Superintendent of Workshops in view of the extra work imposed on him by the development of the class, and further increase to the staff has been found necessary this year. Extensive repairs work is undertaken by the class at rates sanctioned by the Local Administration and great care has to be exercised in limiting this work to what is required for instructional purposes and can effectively be undertaken by the staff. There is no doubt that the establishment of this class, without interfering in any way with local private enterprise, has conferred a real boon on owners of motor cars in this Province, and that it is the means of keeping in good order cars used extensively for official purposes. On an average 30 cars were received monthly for repairs and a sum of Rs. 1,674 was credited to Government as the result of five months' work.

34. An office building was begun for the school and further extensions of the building are now under consideration.

35. A sum of Rs. 4,000 was again transferred from a Government of India grant to the Agricultural Department for the award of scholarships to sons of cultivators in High Schools and subsequently in the Agricultural College.

Rajkumar College.

36. Under Mr. Stow's energetic administration this College continues to make good progress on sound lines. The post of a Vice-Principal in the Indian Educational Service has been sanctioned but not yet filled owing to the war. The strength has risen from 34 to 45. Construction of the new boarding-house was begun and various servants' quarters and a cricket pavilion were completed. The College Council has pressed for the recognition of the College on the same footing as other Chief's Colleges and such recognition appears to be justifiable and desirable.

37. The progress of the Reformatory School at Jubbulpore continues to be satisfactory. At the close of the year on the transfer of the Superintendent Mr. Mahdi Hussain, I.S.O., from Jubbulpore, the system of appointing a Revenue Officer as Superintendent, in addition to his ordinary duties, was abandoned and Mr. Date, the Deputy Superintendent, was appointed as Superintendent in the Provincial Educational Service, the post of Deputy Superintendent being abolished.

38. Two schools conducted by private managers for instruction of the deaf and dumb are now receiving grants-in-aid and their work is being watched with interest.

Female education.

39. The number of pupils in institutions for Indian girls rose from 18,524 to 19,006.

Secondary education.

40. There was an increase of 38 in the strength of Anglo-Vernacular Middle and High Schools, and in 1914 one candidate and in 1915 four candidates passed the Matriculation Examination, one of the latter having studied in a Government Boys' High School. The Girls' High School, Amraoti, has been recognised for the Matriculation Examination by the University of Allahabad, but it is not intended that its course shall be dominated by this examination. The strength of the school rose to 30 and a separate building was rented for the hostel accommodation of the growing number of boarders, the hostel being placed under the Headmistress who resides in it and bullock tongas being provided for the conveyance of girls from the hostel to the School. Plans and estimates for a school building and hostel are under preparation. The Headmistress resigned at the beginning of the year and temporary arrangements had to be made owing to the difficulty of securing a suitable Headmistress for the sanctioned salary. At the close of the year the salary was raised (see paragraph 4) and the services of a suitable Headmistress with experience as Headmistress of a High School in Madras Presidency were secured. A chowkidar's post was also added to the School.

Vernacular education.

41. There was no further development of Vernacular Middle education. Six Aided Primary Schools were provincialised. Numbers in the primary stage rose by 344, but there was a fall of 942 in the number of girls reading in Boys' Schools. I attribute this to local circumstances in certain areas and not to any change in the general attitude towards co-education which up to a certain stage is accepted as a temporary substitute for the opening of sufficient girls' schools and is considered by many authorities to be distinctly preferable to the rapid expansion of girls' school in their present condition.

42. In the Amraoti Normal School there was a fall in the number of students. I was not satisfied with the results of my inspection of this school and have taken steps to remedy some of the defects. The Jubbulpore Normal School continued to do useful work despite changes in the staff owing to the absence of the permanent Lady Superintendent on leave.

43. The formation of the second Inspectresses' Circle referred to in the last report was effected at the beginning of the year. The position of Assistant Inspectresses was improved as has been reported in paragraph .4

44. During the year a scheme for the sorely needed improvement of female education was under preparation. The proposals which have now been submitted to the Local Administration will be described in the next report, and meanwhile it is unnecessary to draw attention again to the various obstacles to progress which have been sufficiently emphasised in previous reports.

45. The sanction of the new post of Inspector of European Schools and Science was referred to in the last report and its creation during the year under review has been chronicled above. There has been no change in the number of schools. The attendance figures show a slight increase. A sum of over Rs. 19,000 was contributed by Government towards the maintenance and education of orphans and poor children, and efforts were made to ascertain the number of children not attending school and the reasons for such non-attendance. From what he has been able to discover the Inspector does not think that the number of such children is large. Proposals have been made for a further allotment of funds for orphan grants and with this further allotment there will be no reason to fear that any children of the community need be deprived of the benefits of education. European education.

46. There was great activity in school building during the year. More than Rs. 67,000 was paid from the special Government of India grant set apart for the purpose and the whole of this grant of Rs. 1,50,000 was distributed though the date of payment in some cases has not been fixed at present owing to the financial situation.

47. Owing chiefly to the sanction of additional supplementary grants there was an increase of over Rs. 5,000 in recurring grants. A scheme was prepared during the year for the distribution of the unallotted portion of the Government of India recurring grant and for revising at the same time the conditions under which recurring grants are given. It is proposed that they shall be calculated on an approved scale of expenditure which provides, among other things, for a minimum teacher's salary of Rs. 60 per mensem.

48. Grants were given for the training of teachers outside the Province and there was an increase in the number of trained teachers. Only 10 per cent of the teachers possess University degrees at present and progress in Boys' Schools will not be rapid till the community is able to draw more freely on its best material for the teaching profession.

49. There has been only a slight increase of 142 pupils under instruction against an increase of over 2,000 last year. In considering the decline in the rate of increase, the factors referred to in paragraph 6 and paragraph 21 have to be taken into account. The number of pupils in Secondary Schools rose by 195 and some numerical progress has been made in Girls' Schools. The Muhammadan High School Hostel at Amraoti was completed and the construction of the High School begun. A contribution of Rs. 30,000, of which half was a special grant from the Government of India and the remainder was added by the Local Administration, was sanctioned at the close of the year for the construction of a building for the Anjuman High School, Jubbulpore. It is hoped that the school will gradually make itself worthy of the fine building that is being planned. Proposals were also made during the year for the expenditure of the recurring Government of India grant of Rs. 10,000 for Muhammadan education. These proposals which have been approved include an increase in the staff of Muhammadan Deputy Inspectors, additional scholarships for Muhammadan pupils and additional provision for the teaching of Urdu and Persian in Government High Schools. The carrying into effect of these proposals has been temporarily deferred owing to the financial situation, but the grant meanwhile is available for non-recurring expenditure on Muhammadan education. Muhammadan Education.

50. The statistics show a distinct falling off in the number of pupils under instruction, but as I remarked last year, when I reported an equally marked increase, the difficulty of classification and the constant variations in the figures make these figures unreliable. Aborigines and backward classes.

In Chhattisgarh, among the Chamars, a distinct advance is being made. From the last year's grant for the opening of Vernacular Schools a specially generous allotment was made to this Division to enable the District Councils to open more schools in places with a large Chamar population and to give bonuses to teachers for enrolling Chamar pupils in accordance with proposals

approved during the year by the Local Administration. In the northern districts of the Province where the Chamars are not numerically or in other respects so important a factor as in Chhattisgarh, very little attention is being paid at present to the problem of their education and references to the subject in annual reports are very sparse. In Berar and Nagpur there are signs of progress, mainly due to private agency, as for instance the Depressed Classes Mission and Christian Missions.

Moral and Physical Training.

51. At an early stage in the war I issued a circular pointing out in what ways the various lessons taught by the war could be brought home to boys in a practical fashion and used for the purpose of character building. Necessary literature regarding the origin and meaning of the war has been circulated and Lord Roberts' message to the children of the Empire has been widely supplied. An illustrated children's history of the war has been ordered for the larger schools. The official summary of war news is supplied to Anglo-Vernacular and the larger Vernacular Schools, and Headmasters of the former class of schools are required to read out and explain this summary periodically and also to narrate special deeds of heroism. They are also expected to impress on all pupils the need for doing something involving some personal sacrifice to help forward the great cause and to tell them what funds are open for subscriptions and what other help can be given. I emphasised, however, the necessity for all help being purely voluntary and forbade any attempt at compulsion. The opening of school subscription lists was allowed only when the pupils asked for such a list to be opened. I believe that Headmasters have done their best to carry out these orders, and I have received several reports from Colleges and schools where students on their own initiative have given up what they value for purposes of war contribution. It is also pleasing to record that some students of the Mission High School at Narsinghpur and the Mission Vernacular School at Khandwa have proceeded on ambulance service to the front. Offers of service were also received from several teachers in Government Schools.

52. Thanks to the enterprise of Mr. R. B. Chapman, Deputy Commissioner of the district, and with the full support of this Department, an interesting experiment has been initiated in Yeotmal, where a School Boys' League of Honour has been organised in the Government High School and a few other carefully selected schools. The aims and methods of this League are similar to those of the Boys' Scouts with necessary adaptation to Indian circumstances. The experiment is being carefully watched and every effort is being made to prevent so useful an organisation degenerating, owing to premature expansion, into something nominal and lifeless. Advance is being made cautiously on very limited lines and the necessity for the natural growth of the movement from within and not as the result of external pressure and support is constantly emphasised.

The courses of First Aid which are being organised in Colleges and High Schools by the St. John's Ambulance Association in co-operation with this Department will help to give a practical direction to activities such as have been described above.

53. One Deputy Commissioner has commented adversely on school discipline in his district, but no other such complaints have been received nor have I had occasion to note any serious breach of discipline. At the same time it is obvious that in almost all our schools far more vigour, smartness and alertness is required.

54. During the year a sum of over Rs. 35,000 was spent from a special Government of India grant of 1½ lakhs on the preparation of playing fields and plans and estimates are under consideration for the expenditure of the balance of the grant. For the present further expenditure on this object has been postponed owing to the financial situation and advantage is being taken of this respite to examine carefully the whole situation and to estimate more precisely what can effectively be accomplished with the available funds. At the outset there was a tendency to underestimate the amount required both for the

acquisition and preparation of grounds in black cotton areas and consequently the provision of such grounds was planned on rather too generous and ambitious a scale. At the same time it is clear that what is wanted, quite as much as additional playing fields, is more careful organisation of the school for games purposes. Though inter-school games and tournaments are keenly contested and excite great interest, the need for participation of all pupils in school games and athletics is not yet engaging sufficient attention in many schools.

55. There has been further development of football and athletics in the Vernacular Schools of several districts and, with one exception, the Deputy Commissioners of these districts testify to the fruits of this activity. The Deputy Commissioner of Seoni considers the energy to be misdirected for reasons which are not explained. I have no doubt regarding the usefulness of the movement provided that it does not necessitate any large expenditure of District Council educational funds.

56. A scheme for the more thorough medical inspection of schools was completed during the year, but the final decision of the Local Administration has been reserved pending improvement of the financial situation.

57. The number of books submitted for orders was 292, and 183 books were sanctioned for use, chiefly for library and prize purposes. Text-book Committee.

58. The work on the Committee proceeded on the usual lines. The number of applicants for advice and aid fell from 81 to 63 as a result of abnormal conditions in Europe which led the Committee to advise students to postpone their plans for European study. Six students to the knowledge of the Committee proceeded to the United Kingdom. The honorarium of the Secretary of the Committee was raised from Rs. 50 to Rs. 100. Students' Advisory Committee.

59. The Government grant to the Second Class Scientific Library, Nagpur, was raised from Rs. 815 to Rs. 1,615. General.

60. An attempt was made during the year to determine the principles on which provincial grants should be allotted to Municipalities for Vernacular education. After much discussion it was decided to conduct a general survey of the educational needs of each Municipality and on the basis of this survey to estimate the grants that would be given in accordance with one of the several proposals that had been discussed with a view to testing its practicability. This work is now in progress.

61. Proposals for the revision of the Grant-in-Aid Code were submitted in accordance with the instructions of the Local Administration. These proposals were accepted by the Hon'ble the Chief Commissioner after the close of the year under review. The annual grants to schools were re-assessed under the provisions of the existing Code.

62. A new agreement was entered into with the Newal Kishore Press for a period of two years only for the supply of text-books and school-books in the Central Provinces.

63. Though work in connection with the University Committee prevented me from doing as much touring as I should have liked, I was able during the course of the year to visit all the Indian High Schools and Normal Schools, most of the European Schools and a considerable number of Anglo-Vernacular Schools. I visited all District head-quarters, except Drug and Buldana, and several other Municipalities and saw something of the Vernacular Schools during these visits. I was able to visit only a very few village schools, and I fear that it is no longer possible for the Director to find sufficient time for this most attractive work.

64. This report bears witness to the large number of important matters that are engaging at present the attention of the Department. Though there

was much activity during the year in the consideration and preparation of schemes, there are still many fields in which proposals still await elaboration, approval or the provision of funds. In addition to the numerous schemes already referred to in this report, the revision of the Education Manual and the revision of text-books, which press for urgent disposal, will occupy much time and proposals have to be made for the expenditure of such portions of the Government of India grants as have not yet been distributed in detail. For the revision of text-books I have been given the valuable services of Mr. Spence. If it had not been for the war and the financial situation, I should have asked before now for additional help in order to dispose finally of all arrears. But I feel strongly that this is not the time to make such a request and that the present financial situation justifies a slow rate of progress with all new schemes. It is better to have carefully considered schemes ready for putting into effect when funds are plentiful once more than to press for expenditure on hastily matured and crude schemes at a time when strict economy is essential.

65. The administrative work of the Department was carried on smoothly during the year, and I owe thanks to all my officers and particularly to my assistant Mr. Kilroe for their zealous and loyal co-operation. Much additional work of an arduous and responsible kind has been imposed on my office establishment by the number of new schemes under preparation and the disposal of Government of India grants. They have responded to the calls made on them with cheerfulness and zeal.

I have the honour to be,

Sir,

Your most obedient Servant,

A. I. MAYHEW,

Offg. Director of Public Instruction,

Central Provinces.

GOVERNMENT OF INDIA GRANTS.

STATEMENT A.—Showing the recurring expenditure during 1914-15 *out of Government of India recurring grants.*

Object.	Total amount of Government of India recurring grants available for 1914-15.	Recurring expenditure in 1914-15. *
	Rs.	Rs.
Elementary Schools—Boys	3,63,000	(*a*) 2,37,943
Girls' Schools	48,000	(*b*) 29,808
Hostels	17,000	...
Technical	9,000	(*c*) ...
European Schools	31,000	(*d*) 13,970
Secondary Schools	58,000	58,000
Manual Training	3,000	3,000
Colleges and Training Schools	40,000	(*e*) 9,988
Muhammadan Education	10,000	(*f*) ...
Aided Schools	35,000	(*g*) 11,525
Total ...	6,14,000	3,64,234

* NOTE.—(1) These figures are subject to correction in regard to funds transferred to other Departments and to Local Bodies.

(2) In addition to the recurring expenditure recorded for 1914-15 arrangements have been made for the recurring expenditure of an additional amount of about Rs. 1,27,000 as funds become available, in accordance with sanctioned schemes; detailed proposals have been submitted for the expenditure of an additional amount of about Rs. 13,000; and proposals are now being framed for the expenditure of an additional amount of about Rs. 93,000. Explanatory figures are given below.

(*a*) This includes—

(i) the cost of Vernacular Schools maintained from Government of India grants, the full expenditure on which will not be reached till 1916-17. A sum of Rs. 68,952 in addition to the amount actually spent in 1914-15 is set apart for these schools.

(ii) the cost of the Pension Scheme for Vernacular teachers. A sum of Rs. 5,175 in addition to the amount actually spent in 1914-15 is set apart for this scheme.

(iii) the cost of classes for the retraining of Vernacular teachers. A sum of Rs. 4,800 in addition to the amount actually spent in 1914-15 is set apart for this scheme. Proposals have also been sanctioned involving a recurring expenditure of Rs. 7,000 on a new cadre for Government Vernacular School teachers and on raising the minimum pay of uncertificated teachers.

Thus it will be seen that from the total allotment of Rs. 3,63,000 for Elementary Schools a balance of only about Rs. 39,000 awaits proposals for expenditure. Some, if not all, of this will be required for the training of teachers for which a scheme is under preparation.

(*b*) This includes the cost of raising the minimum salary of Assistant Inspectresses of Schools and of increasing and improving the staff of the Amraoti Girls' High School. The full expenditure on these two sanctioned schemes will exceed by nearly Rs. 4,500 the actual expenditure in 1914-15. Thus the balance of the total allotment still awaiting expenditure is about Rs. 13,500 and proposals for this distribution are now before the Local Administration.

(*c*) Proposals for the expenditure of the whole of this amount have been sanctioned. A sum of Rs. 3,000 is placed at the disposal of the Department of Agriculture and Industries, but has not yet been used. The balance of Rs. 6,000 has been appropriated for the Motor Class of the Engineering School. The whole of this grant will probably be spent this year.

(*d*) This includes part of the cost of the newly created post of Inspector of European Schools and Science. The full expenditure on this post will exceed by nearly Rs. 7,000 the actual expenditure in 1914-15. Proposals for the expenditure of the balance of the allotment for European Schools have now been sanctioned and the allotment will be spent in full this year.

(*e*) Proposals for the utilisation of the balance of Rs. 30,000 from this allotment on the training of teachers are under preparation.

(*f*) Proposals for the expenditure of the full allotment have been approved, but the execution of the scheme has been temporarily deferred.

(*g*) A scheme for the expenditure of the balance of this allotment on a Provident Fund for aided schools teachers is under consideration.

GOVERNMENT OF INDIA GRANTS.

STATEMENT B.—Showing the non-recurring expenditure during 1914-15 *out of Government of India non-recurring Grants.*

Object.	Total Allotment.	Non-recurring expenditure up to end of 1913-14.	Expenditure in 1914-15.*	Total.	Balance on 31st March 1915.*
	Rs.	Rs.	Rs.	Rs.	Rs.
Elementary Schools—Buildings—Boys	6,51,000	1,51,000	2,43,067	3,94,067	2,56,933
„ „ „ Girls	50,000	2,000	11,431	13,431	36,569
Secondary Schools—Buildings—Boys	3,20,000	20,000 + 7,500	98,000	1,25,500	1,94,500
Laboratories	95,000	45,000 + 7,000	12,882	64,882	30,118
Hostels	1,60,000	1,11,961	41,752	1,53,713	6,287
Play-grounds	1,50,000	...	35,891	35,891	1,14,109
Special	50,000	50,000	...	50,000	...
European Schools	2,16,000	51,000	67,400	1,18,400	97,600
Technical—Engineering	70,000	70,000	...	70,000	...
Medical	50,000	50,000	...	50,000	...
Colleges—Buildings	32,000	32,000	...	32,000	...
Hostels	2,38,000	16,000	2,02,000	2,18,000	20,000
Total ...	20,82,000	6,13,461	7,12,423	13,25,884	7,56,116
Amount reserved for Hostels of Colleges or Schools but not yet allotted to particular institutions.	2,43,000				2,43,000
GRAND TOTAL ...	23,25,000				9,99,116

NOTE.—(1) Out of a total of 23¼ lakhs, over 13½ had been spent up to the end of the last financial year, while subsequent expenditure already sanctioned for current year amounts to about 4 lakhs.

* (2) These figures are subject to correction in regard to funds transferred to other departments and to Local Bodies.

GOVERNMENT OF INDIA GRANTS.

STATEMENT C.—Showing the non-recurring expenditure out of unspent balances of Government of India recurring grants.

Object.	Unspent balance on 31st March 1914.	Amount spent in 1914-15.*
	Rs.	Rs.
Elementary School—Boys	2,37,813	36,260 (*a*)
Girls' education	65,553	1,895 (*b*)
Technical and Industrial education	15,000	7,200 (*c*)
Aided Schools	21,450	15,000 (*d*)

Objects of expenditure.

(*a*) (i) Buildings to accommodate classes for the retraining of teachers of elementary schools at Amraoti and Nagpur.

(ii) Equipment of elementary schools maintained from Government of India grants.

(*b*) Equipment of hostel of the Girls' High School, Amraoti.

(*c*) Buildings and equipment of Motor Class of Engineering School, Nagpur.

(*d*) Building grant to Anjuman High School, Jubbulpore.

* NOTE.—These figures are subject to correction in regard to funds transferred to other Departments and to Local Bodies.

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EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Central Provinces and Berar at the end of the official year 1914-15.

(FOR DETAILS SEE GENERAL TABLE III.)

Area and Population.			Institutions and scholars.	Public Institutions.								Private Institutions.		Grand Total.	Percentage of	Remarks.
				Collegiate Education.		School Education, General.			School Education, Special.							
							Primary Schools.									
Total area in square miles.	Number of towns* and villages.	Population.		Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	Total of Public Institutions.	Advanced.	Elementary.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
British Territory .. 99,823	Towns. British Territory 112	Males. British Territory 6,930,392	Institutions, For Males ...	4	2	399	2,680	1,047	6	11	4,149	17	...	4,166	10·65 Institutions to number of towns and villages.	NOTE—Figures for Native States have been excluded.
Native States	Native States ...	Native States ...	For Females...	...	...	40	210	108	2	2	362	...	1	363	·92	
Total .. 99,823	Total ... 112	Total .. 6,930,392	Total ...	4	2	439	2,890	1,155	8	13	4,511	17	1	4,529	11·57	
	Villages. British Territory, Native States. 39,005	Females. British Territory 6,985,916	Scholars. Males ...	1,013	206	52,604	2,13,735	44,245	573	379	312,755	402	...	313,157	30·12 Male scholars to male population of school-going age. †	
		Native States. ...													Female scholars to female population of school-going age †	
	Total ... 39,005	Total ... 6,985,916	Females ...	1	...	2,725	25,358	6,175	54	75	34,388	43	78	34,509	3·29	
	GRAND TOTAL. 39,117	GRAND TOTAL 13,916,308	Total ...	1,014	206	55,329	239,093	50,420	627	454	347,143	445	78	347,666	16·65	

NOTE—For the purposes of columns 1, 2 and 3 the statistics of the Census of 1911 should be utilized, subject to the modifications enumerated below.

* A town contains 5,000 inhabitants or upwards. A village contains less than 5,000 inhabitants. A Municipality or a Cantonment, whatever its population, should be entered as a town.

† The population of school-going age is taken at 15 per cent. of the whole population.

‡ The population of Native or Feudatory States and Political Agencies should not be shown except in the case of those Provinces where the schools of the States in question come under supervision and control of the Education Department; and the foot-note should specify what addition or deduction is made in this respect.

Abstract Return of Expenditure on Public Instruction in the

	Total Direct Expenditure on Public Instruction.							
	Collegiate Education.		School Education, General.			School Education, Special		Total.
				Primary Schools.				
	Arts Colleges.	Professional Colleges.	Secondary Schools.	Upper.	Lower.	Training Schools.	All other Special Schools.	
1	2	3	4	5	6	7	8	9
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1. Institutions ... For Males ...	1,91,394	56,033	10,33,181	11,02,246	1,73,253	82,618	65,970	27,04,695
For Females ...	...	...	69,802	1,40,390	28,180	21,845	3,161	2,63,378
Total ...	1,91,394	56,033	11,02,983	12,42,636	2,01,433	1,04,463	69,131	29,68,073
2. (*a*) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction.	7·78	3·29	22·60	9·16	1·56	7·44	4·04	55·87
(*b*) Percentages* of District Fund Expenditure included in columns 2—17 to Total District Fund Expenditure on Public Instruction.	...	...	13·70	52·37	9·29	...	...	75·36
(*c*) Percentages* of Municipal Expenditure included in columns 2—17 to Total Municipal Expenditure on Public Instruction.	...	...	32·38	40·23	1·51	...	·32	74·44
(*d*) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction.	4·34	1·27	25·04	28·96	3·83	2·37	1·57	67·38
AVERAGE ANNUAL COST† OF EDUCATING EACH PUPIL IN.								
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Government Institution ... Cost to Provincial Revenues ...	238 1 11	620 4 0	18 11 9	7 2 7	6 13 6	170 9 5	635 6 9	22 8 1
Cost to District and Municipal Funds.	...	...	0 0 2	...	0 0 1	...	...	0 0 1
Total Cost ...	295 13 10	620 4 0	33 12 8	7 3 11	6 13 6	170 11 0	635 6 9	29 5 11
District Fund Schools ... Cost to Provincial Revenues...	...	...	...	...	...	...	...	...
Cost to District Funds ...	...	...	7 5 2	4 6 8	4 0 6	...	...	4 11 5
Total Cost ...	...	...	7 5 2	4 6 8	4 0 6	...	...	4 11 5
Municipal Schools ... Cost to Provincial Revenues ...	...	...	...	...	...	...	...	...
Cost to Municipal Funds ...	..	...	17 10 7	6 9 1	4 3 11	...	...	9 0 5
Total Cost ...	...	...	17 10 7	6 9 1	4 3 11	...	...	9 0 5
Aided Institutions ... Cost to Provincial Revenues ...	50 4 5	29 3 1	16 15 7	3 11 0	0 8 5	...	51 8 5	8 8 1
Cost to District and Municipal Funds.	...	...	0 1 6	1 0 9	1 6 3	...	4 13 2	1 0 3
Total Cost ...	145 14 2	101 2 2	46 12 1	12 7 1	3 11 3	...	86 5 0	24 5 3
Unaided Institutions ... Total Cost ...	...	...	28 11 0	4 7 5	4 12 2	...	10 11 8	7 9 9
All Institutions ... Cost to Provincial Revenues ...	110 14 9	225 4 1	5 10 6	0 8 8	0 7 1	170 9 5	107 12 5	2 4 6
Cost to District and Municipal Funds.	...	...	7 1 0	4 10 4	3 11 1	...	4 13 2	4 14 11
Total Cost ...	194 4 10	273 5 4	19 1 1	5 4 4	4 1 6	170 11 0	131 6 10	8 10 3

ERAL TABLE II.

Central Provinces and Berar for the official year 1914-15.

Total Indirect Expenditure on Public Instruction.								Total expenditure on Public Instruction.	Remarks.
University.	Direction.	Inspection.	Scholarships	Buildings.	Special grants for furniture and apparatus.	Miscellaneous.	Total.		
10	11	12	13	14	15	16	17	18	19
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	77,342	2,19,618	70,437	6,06,883	60,859	2,19,948	12,55,087	39,59,782	
...	...	37,601	9,891	61,275	4,486	68,476	1,81,729	4,45,107	
...	77,342	2,57,219	80,328	6,68,158	65,345	2,88,424	14,36,816	44,04,889	
...	5·51	17·92	5·17	6·26	1·50	7·77	44·13	100·00	
...	...	·38	·03	20·69	1·77	1·77	24·64	100·00	
...	...	...	·76	18·65	1·69	4·46	25·56	100·00	
...	1·76	5·84	1·82	15·17	1·48	6·55	32·62	100·00	

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are to be calculated from the figures given in columns 34, 35, 36, respectively, of General Table IV.
† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average monthly number on the rolls during the year.
‡ The average cost of each pupil in District Fund and Municipal Schools is to be obtained from the figures given in General Table VII.
§ Fraction of a rupee should be omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Public							
	Under Public Management.							
	Managed by Government.				Managed by District or Municipal Boards.			
	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls mothly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during year.	Average daily attendance.
1	2	3	4	5	6	7	8	9
COLLEGIATE EDUCATION.								
ARTS COLLEGES.								
English	2	315	318	254	...	...	...	...
Oriental	...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law	...	...	...	...	...	...	...	...
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	1	69	68	65	...	...	...	...
Agriculture	...	...	...	...	...	...	...	...
Total ...	3	384	386	319	...	...	...	...
SCHOOL EDUCATION, GENERAL.								
SECONDARY SCHOOLS.								
For Boys. High Schools	18	1,976	2,050	1,795	4	298	262	227
For Boys. Middle Schools English ...	42	5,692	6,058	5,318	44	4,625	5,037	4,181
For Boys. Middle Schools Vernacular ...	5	536	568	471	186	31,576	31,211	24,307
For Girls. High Schools	‡1	...	...	...	...	...	...	...
For Girls. Middle Schools English ...	1	30	32	29	..	...	...	...
For Girls. Middle Schools Vernacular ..	8	866	869	643	...	...	...	...
Total ...	75	9,100	9,577	8,256	234	36,499	36,510	28,715
PRIMARY SCHOOLS.								
For Boys. Upper	9	934	920	789	2,434	208,950	205,878	153,175
For Boys. Lower	2	254	231	212	704	35,948	35,231	27,057
For Girls. Upper	151	9,664	9,476	6,727	1	32	30	15
For Girls. Lower...	58	2,615	2,549	1,777	...	...	...	...
Total ...	220	13,467	13,176	9,505	3,139	244,930	241,139	180,247
SCHOOL EDUCATION, SPECIAL.								
SCHOOLS FOR SPECIAL INSTRUCTION.								
Training Schools for Masters	6	573	557	530	...	...	...	...
Training Schools for Mistresses	2	54	55	45	...	...	...	...
Schools of Art	...	...	...	...	...	...	...	...
Law Schools	...	...	...	...	...	...	...	...
Medical Schools	...	...	...	...	...	...	...	...
Engineering and Surveying Schools ...	1	14	14	11	...	...	...	...
Industrial Schools	...	...	...	...	...	...	...	...
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Other Schools, Reformatory	1	§52	50	49	...	...	...	...
Deaf and Dumb Schools	...	...	...	...	...	...	...	...
Total ...	10	693	676	635	...	...	...	...
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.	308	23,644	23,815	18,715	3,373	281,429	2,77,649	2,08,962
PRIVATE INSTITUTIONS.								
1.—Advance teaching—								
(a) Arabic of Persian	...	...	...	...	...	...	...	...
(b) Sanskrit	...	...	...	...	...	...	...	...
(c) Any other Oriental Classic ...	...	...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly, For Boys.	...	...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly, „ Girls...	...	...	...	...	...	...	...	...
3.—Elementary, teaching the Koran ... For Boys...	...	...	...	...	...	...	...	...
3.—Elementary, teaching the Koran ... „ Girls...	...	...	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. For Boys...	...	...	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. „ Girls...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	...	...	...	...	...	...	...	...

‡ Statistics relating to this Institution are shown under

§ Exclude 4 boys who have passed

RAL TABLE III.

Central Provinces and Berar for the official year 1914-15.

Institutions.

Under Private Management.								Grand Total of Public institutions.	Grand Total of scholars on the 31st March.
Aided by Government or by District or Municipal Boards.				Unaided.					
Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.		
10	11	12	13	14	15	16	17	18	19
2	699	667	571	...	...	...	...	4	1,014
...	...	...	...	...	...	...	...	...	...
1	137	137	110	...	...	...	...	1	137
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	69
...	...	...	...	...	...	...	...	...	...
3	836	804	681	...	...	...	...	6	1,220
19	1,775	1,895	1,588	1	23	23	21	42	4,072
29	3,086	3,259	2,724	34	1,720	1,711	1,373	149	15,123
15	1,741	1,757	1,171	2	103	80	65	208	33,956
5	35	36	31	1	8	7	6	7	43
10	291	287	262	...	...	...	...	11	321
13	911	881	716	1	37	35	30	22	1,814
91	7,839	8,115	6 492	39	1,891	1,856	1,495	439	55,329
159	10,640	10,821	8,487	78	5,380	4,700	3,172	2,680	225,904
177	4,829	4.715	3,906	164	4,951	4,723	3,504	1,047	45,982
56	3,389	3,808	2,896	2	104	87	60	210	13,189
16	610	580	412	34	1,213	1,188	905	108	4,438
408	19,468	19,924	15,701	278	11,648	10,698	7,641	4,045	289,513
...	...	...	...	...	...	...	...	6	573
...	...	...	...	...	...	...	...	2	54
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	14
7	265	290	241	2	103	151	102	9	368
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	1	52
2	20	21	16	...	...	...	...	2	20
9	285	311	257	2	103	151	102	21	1,081
511	28,428	29,154	23,131	319	13,642	12,705	9,238	4,511	347,143
...	...	...	...	7	217	237	180	7	217
..	...	...	...	10	228	234	176	10	228
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	78	76	65	1	78
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	18	523	547	421	18	523
...	...	...	...	337	14,165	13,252	9,659	4,529	347,666

Middle Schools as no High School Classes have yet been opened.
the Primary Examination.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	Number of Scholars on the 31st of March learning—			Classification of Scholars on the 31st				
	English.	A Classical language.	A Vernacular language.	Europeans and Eurasians.	Native Christians.	Hindus.		Muhammadans.
						Brahmins.	Non-Brahmins.	
1	20	21	22	23	24	25	26	27
COLLEGIATE EDUCATION.								
ARTS COLLEGES.								
English	1,014	369	...	21	11	711	204	59
Oriental	...	...	...	...	...	...	..	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.								
Law	137	...	..	1	...	111	19	5
Medicine	...	...	...	...	...	...	...	...
Engineering	...	...	...	...	...	...	...	...
Teaching	69	...	58	...	3	57	8	1
Agriculture	...	...	...	...	...	...	...	...
Total ...	1,220	369	58	22	14	879	231	65
SCHOOL EDUCATION, GENERAL.								
SECONDARY SCHOOLS.								
For Boys. High Schools	4,072	2,315	1,850	54	64	2,109	1,393	394
For Boys. Middle Schools. English ...	15,123	867	15,053	203	298	5,285	7,273	1,913
For Boys. Middle Schools. Vernacular ...	18	..	33,956	...	756	4,418	24,206	2,911
For Girls. High Schools	43	23	20	22	17	2	...	...
For Girls. Middle Schools. English ..	305	5	177	140	140	20	17	...
For Girls. Middle Schools. Vernacular ...	...	...	1,814	...	567	394	703	141
Total ...	19,561	3,210	52,870	419	1,842	12,228	33,592	5,359
PRIMARY SCHOOLS.								
For Boys. Upper	642	168	225,509	474	970	20,077	157,395	20,503
For Boys. Lower	...	...	45,982	...	289	1,981	32,283	3,133
For Girls. Upper	635	119	12,918	591	761	2,574	7,277	1,396
For Girls. Lower	...	...	4,438	...	108	738	2,310	1,095
Total ...	1,277	287	2,88,847	1,065	2,128	25,370	199,265	26,127
SCHOOL EDUCATION, SPECIAL.								
SCHOOLS FOR SPECIAL INSTRUCTION.								
Training Schools for Masters	...	95	573	...	10	166	311	79
Training Schools for Mistresses	...	...	54	...	5	10	38	1
Schools of Art	..	...	...	...	...	...	...	...
Law Schools	..	...	...	...	...	..	...	...
Medical Schools	...	...	..	...	...	...	...	...
Engineering and Surveying Schools ...	14	...	...	4	...	5	2	3
Industrial Schools	23	...	233	...	333	13	18	4
Commercial Schools	...	...	...	...	...	...	...	...
Agricultural Schools	...	...	...	...	...	...	...	...
Other Schools—Reformatory	...	...	52	...	2	1	24	8
Deaf and Dumb Schools	...	...	20	...	...	10	8	1
Total ...	37	95	932	4	350	205	401	96
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION .	22,095	3,961	342,707	1,510	4,334	38,682	2,33,489	31,647
PRIVATE INSTITUTIONS.								
1.—Advanced teaching—								
(*a*) Arabic or Persian	...	217	...	...	...	...	...	145
(*b*) Sanskrit	...	228	...	...	...	222	6	...
(*c*) Any other Oriental Classic ...	...	...	...	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly. For Boys...	...	...	..	...	...	...	...	...
2.—Elementary, teaching a Vernacular only or mainly. „ Girls..	...	...	...	...	...	...	...	...
3.—Elementary, teaching the Koran. For Boys...	...	...	...	...	...	...	...	...
3.—Elementary, teaching the Koran. „ Girls..	...	...	78	...	...	...	...	78
4.—Other Schools not conforming to Departmental Standards. For Boys ..	...	...	...	...	...	...	...	...
4.—Other Schools not conforming to Departmental Standards. „ Girls..	...	..	...	...	...	...	...	...
Total ...	...	445	78	...	...	222	6	223
GRAND TOTAL ...	22,095	4,406	342,785	1,510	4,334	38,904	233,495	31,870

RAL TABLE III.—(*Concld.*)

Central Provinces and Berar for the official year 1914-15.—(Concld.)

Number according to race or creed.				Number of girls in Boys' Schools.	Number of boys in Girls' Schools.	Remarks.
Buddhists.	Parsis.	Gonds and other aborigines.	Others.			
28	29	30	31	32	33	34
...	7	...	1	1	...	
...	...	...	...	...	...	
...	1	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	8	...	1	1	...	
29	21	...	8	3	...	Figures for Native States have been excluded from this year. For figures of last year see Appendix B.
38	25	21	67	12	...	
381	2	452	830	532	...	
...	2	...	...	...	...	
...	3	...	1	...	...	
...	...	8	1	...	...	
448	53	481	907	547	...	
780	33	14,686	10,086	12,406	...	
108	2	5,825	2,361	1,748	...	
61	31	230	268	...	237	
30	75	26	56	...	11	
979	141	20,767	13,671	14,154	248	
...	...	6	1	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	..	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	..	
...	...	6	11	...	...	
...	1	...	...	3	...	
...	1	12	12	3	...	
1,427	203	21,260	14,591	14,705	248	
...	72	...	...	43	...	
...	..	...	...	...	...	
...	...	.	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	...	...	...	
...	...	...	..	...	...	
...	72	...	...	43	...	
1,427	275	21,260	14,591	14,748	248	

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed, for the official year 1914-15.

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English	Male	21	11	710	204	59	...	7	...	1
	Female	...	...	1	...	...	...	...	...	...
Oriental	Male	..	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.										
Law	Male	1	...	111	19	5	...	1	...	...
	Female	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Teaching	Male	...	3	57	8	1	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Agriculture	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Total		22	14	879	231	65	...	8	...	1
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools	Male	51	64	2,109	1,393	394	29	21	...	8
	Female	3	..	...	...	...	...	...	...	...
Middle Schools—										
English	Male	192	297	5,285	7,273	1,913	38	25	21	67
	Female	11	1	...	...	...	...	...	...	...
Vernacular	Male	...	717	4,310	23,882	2,905	368	2	446	794
	Female	...	39	108	324	6	13	...	6	36
For Girls.										
High Schools	Male	..	...	...	...	...	...	...	...	...
	Female	22	17	2	...	...	..	2	...	...
Middle Schools—										
English	Male	..	...	...	...	...	...	...	...	...
	Female	140	140	20	17	...	...	3	...	1
Vernacular	Male	..	...	...	...	...	...	...	...	...
	Female	...	567	394	703	141	...	...	8	1
Total		419	1,842	12,228	33,592	5,359	448	53	481	907

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race, or Creed, for the official year 1914-15.—(Contd.)

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Buddhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
1		2		4	5	6	7	8	9	10
SCHOOL EDUCATION—GENERAL.— *(Contd.)*										
PRIMARY SCHOOLS.										
For Boys.										
Upper	Male	365	882	18,704	148,782	20,065	764	33	13,684	10,219
	Female	109	88	1,373	8,613	438	16	...	1,002	767
Lower	Male	..	264	1,778	31,182	3,032	108	2	5,576	2,292
	Female	...	25	203	1,101	101	...	...	249	69
For Girls.										
Upper	Male	161	57	3	4	2	...	6	...	4
	Female	430	704	2,571	7,273	1,394	61	25	230	264
Lower	Male	...	1	4	6	..	...	...	...	...
	Female	...	107	734	2,304	1,095	30	75	26	56
	Total	1,065	2,128	25,370	199,265	26,127	979	141	20,767	13,671
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools	Male	...	10	166	311	79	...	...	6	1
	Female	...	5	10	38	1	...	...	...	...
School of Arts	Male	..	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	..	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	4	...	5	2	3	...	...	...	...
	Female	...	...	...	...	...	..	...	...	
Industrial Schools	Male	...	261	13	18	4	...	...	...	...
	Female	...	72	...	...	...	...	...	...	...
Other Schools—Reformatory	Male	...	2	1	24	8	...	...	6	11
	Female	...	...	...	...	...	...	...	...	..
Deaf and Dumb Schools	Male	...	...	9	7	1	...	...	...	...
	Female	...	..	1	1	...	...	1	...	...
	Total	4	350	205	401	96	...	1	12	12
Total of Colleges and Schools of Public Instruction.		1,510	4,334	38,682	2,33,489	31,647	1,427	203	21,260	14,591

EDUCATION—GENERAL TABLE III-A.

Number of Scholars on the 31st March, classified according to Sex, Race or Creed, for the official year 1914-15.—(Concld.)

		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmans.	Non-Brahmans.					
1		2	3	4	5	6	7	8	9	10
SCHOOL EDUCATION—SPECIAL.—(*Concld.*)										
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian ..	Male ..	...	...	...	...	111	...	63	...	...
	Female ...	...	...	...	...	34	...	9	...	...
(*b*) Sanskrit ...	Male ...	...	...	222	6	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classes	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
2. Elementary Teaching—A Vernacular only or mainly.—										
For Boys ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only.—										
For Boys ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	78	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	..	...	...	...	...	...	...	...
Other Schools not conforming to Departmental Standards.										
For Boys ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...		...	...	222	6	223	...	72	...	...
GRAND TOTAL ..		1,510	4,334	38,904	2,33,495	31,870	1,427	275	21,260	14,591

TABLES.

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public	Under Public	Managed by Government.					
			Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1			2	3	4	5	6	7	8
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.									
Collegiate Education. — English			75,722	...	...	18,363	...	...	94,085
Collegiate Education. — Oriental			...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.									
Collegiate Education. — Law			...	...	...	...	...	...	...
Collegiate Education. — Medicine			...	...	...	...	...	...	...
Collegiate Education. — Engineering			...	...	...	...	...	...	...
Collegiate Education. — Teaching			42,177	...	...	...	...	...	42,177
Collegiate Education. — Agriculture			...	...	...	...	...	...	...
Total			1,17,899	...	...	18,363	...	...	1,36,262
SECONDARY SCHOOLS.									
School Education, General. — For Boys — High Schools			63,501	...	...	77,760	226	682	1,42,169
School Education, General. — For Boys — Middle Schools — English			89,794	50	...	63,856	708	465	1,54,873
School Education, General. — For Boys — Middle Schools — Vernacular			14,090	...	...	370	...	...	14,460
School Education, General. — For Girls — High Schools			...	...	...	...	...	...	...
School Education, General. — For Girls — Middle Schools — English			5,455	...	...	87	...	...	5,542
School Education, General. — For Girls — Middle Schools — Vernacular			6,591	...	18	...	12	...	6,621
Total			1,79,431	50	18	1,42,073	946	1,147	3,23,665
PRIMARY SCHOOLS.									
School Education, General. — For Boys — Upper			6,734	...	...	359	...	330	7,423
School Education, General. — For Boys — Lower			722	...	...	...	...	...	722
School Education, General. — For Girls — Upper			67,760	...	37	...	99	3	67,899
School Education, General. — For Girls — Lower			18,309	...	...	...	...	...	18,309
Total			93,525	...	37	359	99	333	94,353
SCHOOLS FOR SPECIAL INSTRUCTION.									
School Education, Special. — Training Schools for Masters			82,556	...	...	...	...	62	82,618
School Education, Special. — Training Schools for Mistresses			21,845	...	...	...	...	...	21,845
School Education, Special. — School of Arts			...	...	...	...	...	...	...
School Education, Special. — Law Schools			...	...	...	...	...	...	...
School Education, Special. — Medical Schools			...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools			24,510	...	...	...	...	...	24,510
School Education, Special. — Industrial Schools			...	...	...	...	...	...	...
School Education, Special. — Commercial Schools			...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools			...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory			16,157	...	...	...	...	...	16,157
School Education, Special. — Deaf and Dumb Schools			...	...	...	...	...	...	...
Total			1,45,068	...	...	...	...	62	1,45,130
Buildings			4,461	...	...	...	...	...	4,461
Furniture and apparatus (special grants only)			14,572	...	...	454	446	...	15,472
Total			19,033	...	...	454	446	...	19,933
University			...	...	...	...	...	...	...
Direction			...	...	...	...	...	...	...
Inspection			...	...	...	...	...	...	...
Scholarships held in — Arts Colleges			...	...	...	...	...	...	...
Scholarships held in — Medical Colleges			...	...	...	...	...	...	...
Scholarships held in — Professional Colleges			...	...	...	...	...	...	...
Scholarships held in — Secondary Schools			...	...	...	...	...	...	...
Scholarships held in — Primary Schools			...	...	...	...	...	...	...
Scholarships held in — Medical Schools			...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools			...	...	...	...	...	...	...
Scholarships held in — Other special schools			...	...	...	...	...	...	...
Miscellaneous			...	...	...	...	...	...	...
Total			...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION			5,54,956	50	55	1,61,249	1,491	1,542	7,19,343

I.—Fractions of a rupee are to be omitted.

II.—If the income of any school managed by the Government or by District or Municipal Board exceeds the expenditure income from fees or other private sources alone exceeds expenditure, the excess

III.—If the income of any aided school exceeds the expenditure, the excess should be proportionately deducted from the sub- Revenues and from Local and Municipal

IV.—In calculating the expenditure from Provincial Revenues or any other Fund, all payments or contribution from fees

V.—The expenditure under 'University,' 'Direction,' 'Inspection,' 'Scholarships' and Miscellaneous should be shown only

VI.—The expenditure on stipends held in Training Schools should be shown as part of the expenditure in those schools, not

VII.—The expenditure entered in columns 16, 17 and 18 should be included in columns 38 and 39 and not in columns 34, 35

VIII.—Schools maintained by Native States, even though managed by the Education Department, should be entered in

RAL TABLE IV.

Provinces and Berar for the official year 1914-15.

Institutions.

Management.

Managed by District or Municipal Boards.							Maintained by Feudatory State.						
Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total	Native State Revenues.	Local Funds in Native State.	Municipal Funds raised in Native States.	Fees.	Subscriptions.	Endowments and other sources.	Total.
9		11	12	13	14	15	16	17	18	19	20	21	22
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...	...	...	...	...	...

Return of Expenditure on Public Instruction in the Central

Objects of Expenditure.	Public						
	Under Private						
	Aided by Government or by District or Municipal Boards.						
	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.
1	23	24	25	26	27	28	29
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
ARTS COLLEGES.							
Collegiate Education. — English	33,536	...	...	41,408	...	22,365	97,309
Collegiate Education. — Oriental...	...	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.							
Collegiate Education. — Law	4,000	...	...	9,856	...	...	13,856
Collegiate Education. — Medicine	...	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...	...
Total ...	37,536	...	...	51,264	...	22,365	1,11,165
SECONDARY SCHOOLS.							
School Education, General. — For Boys — High Schools	47,571	...	600	59,318	6,394	15,203	1,29,086
School Education, General. — For Boys — Middle Schools ... English ...	63,510	..	1,540	58,722	2,496	49,665	1,75,933
School Education, General. — For Boys — Middle Schools ... Vernacular ...	4,774	...	...	427	...	12,208	17,409
School Education, General. — For Girls ... High Schools	5,674	...	...	1,475	2,173	1,758	11,080
School Education, General. — For Girls ... Middle Schools ... English ...	12,031	...	...	6,140	2,870	7,648	28,689
School Education, General. — For Girls ... Middle Schools ... Vernacular ...	4,204	...	602	188	...	12,228	17,222
Total ...	1,37,764	...	2,742	1,26,270	13,933	98,710	3,79,419
PRIMARY SCHOOLS.							
School Education, General. — For Boys ... Upper	30,240	1,826	10,795	17,969	7,086	42,396	1,10,312
School Education, General. — For Boys ... Lower	1,494	7,052	216	3,815	30	2,777	15,384
School Education, General. — For Girls ... Upper	23,739	144	2,407	11,680	964	32,804	71,738
School Education, General. — For Girls ... Lower	1,309	...	100	...	704	2,127	4,240
Total ...	56,782	9,022	13,518	33,464	8,784	80,104	2,01,674
SCHOOLS FOR SPECIAL INSTRUCTION.							
School Education, Special. — Training Schools for Masters	...	..	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	..	..	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	...	...	...	...
School Education, Special. — Law Schools	...	...	...	...	...	...	...
School Education, Special. — Medical Schools	...	..	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	...	...
School Education, Special. — Industrial Schools	15,275	...	1,400	...	...	7,140	23,815
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory	...	...	...	...	...	...	...
School Education, Special. — Deaf and Dumb Schools	750	...	...	260	...	2,019	3,029
Total ...	16,025	...	1,400	260	...	9,159	26,844
Buildings	83,336	...	...	...	427	1,42,837	2,26,600
Furniture and apparatus (special grants only)	6,522	...	...	475	1,492	4,733	13,222
Total ...	89,858	...	...	475	1,919	1,47,570	2,39,822
University	...	...	...	...	...	...	...
Direction	...	...	...	...	...	...	...
Inspection	...	...	...	...	...	...	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	...	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	...
Scholarships held in — Secondary Schools	...	...	...	...	...	...	...
Scholarships held in — Primary Schools..	...	...	...	...	...	+	...
Scholarships held in — Medical Schools...	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...
TOTAL EXPENDITURE ON PUBLIC INSTRUCTION ...	3,37,965	9,022	17,660	2,11,733	24,636	3,57,908	9,58,924

Provinces and Berar for the official year 1914-15.—(Concld.)

Institutions.											
Management.				Total Expenditure from							Remarks.
Unaided.								All other sources.			
Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Private.	Public.	Grand Total.	
30	31	32	33	34	5	36	37	38	39	40	41
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	1,09,258	...	...	59,771	22,365	..	1,91,394	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	4,000	...	...	9,856	...	...	13,856	
...	...	...	..	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	42,177	...	...	...	...	...	42,177	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	1,55,435	...	...	69,627	22,365	...	2,47,427	Figures for Native States have been excluded from this year. For figures of last year see Appendix B.
...	1,182	3,727	4,909	1,11,072	..	17,270	1,37,078	27,414	...	2,92,843	
17,859	7,631	20,433	45,923	1,53,304	15,417	97,705	1,40,437	81,308	...	4,88,321	
4	...	1,761	1,765	18,864	1,95,880	22,503	801	13,960	...	2,52,017	
123	265	...	388	5,674	...	...	1,508	4,196	...	11,468	
...	...	...	...	17,486	...	...	6,227	10,518	...	34,231	
...	260	...	260	10,705	...	620	188	12,500	...	24,103	
17,986	9,338	25,921	53,245	3,17,105	2,11,297	1,38,167	2,86,329	1,49,095	...	11,02,983	
2,737	9,649	8,480	20,866	36,974	8,07,052	1,69,214	21,065	67,941	...	11,02,246	
4,794	3,740	6,548	15,082	2,216	1,43,203	6,190	8,609	13,095	...	1,73,253	
..	...	507	507	91,400	390	2,444	11,680	34,377	...	1,40,390	
56	2,954	2,421	5,431	19,618	...	300	56	8,206	...	28,180	
7,587	16,343	17,956	41,886	1,50,307	0,50,645	1,78,088	41,410	1,23,619	...	14,44,069	
...	...	..	...	82,556	...	...	...	62	...	82,618	
...	...	...	...	21,845	...	...	...	..	...	21,845	
...	...	...	..	...	...	...	...	...	...	...	
..	...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	
...	...	...		24,510	...	...	...	...	...	24,510	
...	...	1,620	1,620	15,275	...	1400	...	8,760	...	25,435	
...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	16,157	...	...	...	...	...	16,157	
...	...	...	...	750	...	..	260	2,019	...	3,029	
...	...	1,620	1,620	1,61,093	...	1,400	260	10,841	...	1,73,594	
...	12,459	4,651	17,110	87,797*	3,18,942	79,556	...	1,81,863	...	6,68,158	* Excludes Rs. 4,25,052 on account of special grants spent through the Public Works and Agriculture Departments.
...	1,020	1,153	2,173	21,094	27,267	7,211	929	8,844	...	65,345	
...	13,479	5,804	19,283	1,08,891	3,46,209	86,767	929	1,90,707	...	7,33,503	
...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	77,342	...	.	...	...	...	77,342	
...	...	...	...	2,51,415	5,804	...	...	...	...	2,57,219	
...	...	...	...	11,004	...	...	...	1,225	...	12,229	
...	...	...	...	..	...	...	...	...	...	...	
...	...	...	...	5,327	...	...	...	...	...	5,327	
...	...	...	...	51,388	455	3,263	...	2,556	...	57,662	
...	...	...	...	2,856	...	...	...	15	...	2,871	
...	...	...	...	904	...	...	...	...	...	904	
...	..	...	..	1,055	...	...	...	280	...	1,335	
...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	1,08,977	27,376	19,040	73,550	59,481	...	†2,88,424	† Includes Rs. 1,77,058, on account of hostel expenditure.
...	...	...	...	5,10,268	33,635	22,303	73,550	63,557	...	7,03,313	
25,573	39,160	51,301	1,16,034	14,03,189	15,41,786	4,26,725	4,72,105	5,61,084	...	44,04,889	

Return of the Stages of Instruction of Pupils in Public Schools for General

Class of Schools.			Number of Schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination. 1			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle Stage). 2		
					Boys.	Girls.	Total.	Boys.	Girls.	Total.
SECONDARY SCHOOLS—										
For Boys ...	Departmental	English	60	7,668	1,976	...	1,976	5,692	...	5,692
		Vernacular	5	536	...	...	...	91	...	91
	District Fund	English	8	552	...	...	...	552	...	552
		Vernacular	172	28,492	...	...	...	4,671	4	4,675
	Municipal	English	40	4,371	298	...	298	4,073	...	4,073
		Vernacular	14	3,084	...	...	...	462	...	462
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	48	4,861	1,772	3	1,775	3,074	12	3,086
		Vernacular	15	1,741	...	...	...	274	5	279
	Unaided	English	35	1,743	23	...	23	1,720	...	1,720
		Vernacular	2	103	...	...	...	14	...	14
	Total		399	53,151	4,069	3	4,072	20,623	21	20,644
For Girls ...	Departmental	English	2	30	...	...	...	...	30	30
		Vernacular	8	866	...	...	...	...	61	61
	District Fund	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Municipal	English	...	...	...	...	...	...	...	...
		Vernacular	..	...	...	...	...	...	...	...
	Native States	English	...	...	...	...	...	...	...	...
		Vernacular	...	...	...	...	...	...	...	...
	Aided	English	15	326	...	35	35	...	275	275
		Vernacular	13	911	...	...	...	...	158	158
	Unaided	English	1	8	...	8	8	...	...	...
		Vernacular	1	37	...	..	...	...	2	2
	Total		40	2,178	...	43	43	...	526	526
TOTAL SECONDARY SCHOOLS.			439	55,329	4,069	46	4,115	20,623	547	21,170
PRIMARY SCHOOLS—										
For Boys...	Departmental		11	1,188	...	...	...	...	...	...
	District Fund		2,970	219,073	...	...	...	...	...	...
	Municipal		168	25,825	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		336	15,469	...	...	...	13	...	13
	Unaided		242	10,331	...	...	...	12	...	12
	Total		3,727	271,886	...	...	...	25	...	25
For Girls...	Departmental		209	12,279	...	...	...	...	...	...
	District Fund		1	32	...	...	...	...	...	...
	Municipal		...	...	...	...	...	...	...	...
	Native States		...	...	...	...	...	...	...	...
	Aided		72	3,999	..	...	...	...	...	...
	Unaided		36	1,317	...	...	...	...	...	...
	Total		318	17,627	...	...	...	...	...	...
TOTAL PRIMARY SCHOOLS			4,045	289,513	...	...	...	25	...	25
GRAND TOTAL			4,484	344,842	4,069	46	4,115	20,648	547	21,195

NOTE.—The number of girls shown in this table should correspond with the Mixed Schools should be entered as boys' schools or girls

RAL TABLE V.

Education in the Central Provinces and Berar at the end of the official year 1914-15.

Upper Primary Stage.			Lower Primary Stage.						Total.		
Compulsorily [illegible] under the Lower Primary Stage, but have not passed [illegible] and the Upper Primary Stage.			Recognized Schools.			Unrecognized Schools.					
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1			4			7					
...	...	...	...	..	.	...	...	..	7,668	...	7,668
85	..	85	204		294	66	...	66	536	...	536
...	..	..	..	...	..	...	...	...	552	...	552
3,768	19	3,787	13,846	188	14,034	5,700	296	5,996	27,985	507	28,492
...	...	...	...	...	...	...	..	..	4,371	...	4,371
435	...	435	1,544	..	1,544	642	1	643	3,083	1	3,084
...	...	...	...	...	...	..	...	...	...	...	...
...	...	...	...	..	...	...	..	...	...	...	...
...	...		...	...	...	...	...	...	4,846	15	4,861
192	2	194	751	8	759	500	9	509	1,717	24	1,741
...	...	...	...	...	...	...	...	...	1,743	...	1,743
10	...	10	20	...	20	59	...	59	103	...	103
4,490	21	4,511	16,455	196	16,651	6,967	306	7,273	52,604	547	53,151
...	...	..	...	...	...	...	...	...	...	30	30
...	96	96	...	471	471	...	238	238	...	866	866
...	...	...	...	...	..	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	..	...	...	...	...	...	...	...	..
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...
...	...	..	...	...	...	...	...	...	...	...	...
...	3	3	...	11	11	...	2	2	...	326	326
...	89	89	...	334	334	...	330	330	...	911	911
...	...	...	...	...	...	...	...	...	...	8	8
...	4	4	...	16	16	...	15	15	...	37	37
...	102	194	...	832	832	...	585	585	...	2,178	2,178
4,490	213	4,703	16,455	1,028	17,483	6,967	891	7,858	52,604	2,725	55,329
123	..	123	649	...	649	416	...	416	1,188	...	1,188
24,421	562	25,053	121,710	5,906	1,27,625	59,780	6,615	66,395	2,05,990	13,083	219,073
4,103	4	4,107	15,699	31	15 730	5,801	67	5,928	25.723	102	25,825
...	...	...	...	..	...	...	...	...	...	...	...
1,460	43	1,503	9,127	183	9,310	4,444	199	4,643	15,044	425	15,469
520	22	542	5,063	245	5,308	4,102	277	4,479	9,787	544	10,331
30,757	631	31,388	152,257	6,365	158,622	74,693	7,158	81,851	257,732	14,154	271,886
...	740	740	...	6,570	6,570	...	4,960	4,960	...	12,279	12,279
...	1	1	...	14	14	...	17	17	...	32	32
...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	..	..	...	...	...
24	353	377	158	1,816	1,974	65	1,583	1,648	247	3,752	3,999
...	9	9	...	496	496	1	811	812	1	1,316	1,317
24	1,103	1,127	158	8,896	9,054	65	7,380	7,446	248	17,379	17,627
30,781	1,734	32,515	152,415	15,261	167,676	74,759	14,538	89,297	257,980	31,533	289,513
35,271	1,947	37,218	168,870	16,289	185,159	81,726	15,429	97,155	310,584	34 258	344,842

num er ret rned un ler Primary ard Se on lary Schools in General Forms I and III.
schools, according as the nu nber of bo's or of g rls is greater.

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
ARTS COLLEGES.									
1. Master of Arts ... Final	...	2	...	2	...	5	...	...	5
1. Master of Arts ... Previous	...	1	...	1	...	11	...	...	11
2. Bachelor of Arts ...	1	2	...	3	41	74	...	...	115
3. B. Sc. ...	2	...	...	2	8	17	...	...	25
First B. A. ...	...	...	...	...	...	...	...	...	...
First B. Sc. ...	...	...	...	...	...	...	...	...	...
First Arts ...	1	2	...	3	86	182	...	...	268
Previous Examination ...	...	...	...	...	...	...	...	...	...
ORIENTAL COLLEGES.									
1. Master of Oriental learning ...	...	...	...	...	...	...	...	...	...
2. Bachelor of Oriental learning ...	...	...	...	...	...	...	...	...	...
3. Honors in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
4. High Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. do. Persian ...	...	...	...	...	...	...	...	...	...
5. Proficiency in Sanskrit ...	...	...	...	...	...	...	...	...	...
Do. Arabic ...	...	...	...	...	...	...	...	...	...
Do. Persian ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.									
Law.									
1. Doctor of Law ...	...	...	...	...	...	...	...	...	...
2. Master of Law ...	...	...	...	...	...	...	...	...	...
3. Bachelor of Law. Final ...	...	1	...	1	...	76	...	...	76
3. Bachelor of Law. Previous ...	...	1	...	1	...	98	...	...	98
Medicine.									
1. M. D. ...	...	...	...	...	...	...	...	...	...
2. M. B. ...	...	...	...	...	...	...	...	...	...
3. Honors in Medicine and Surgery ...	...	...	...	...	...	...	...	...	...
4. First M. B. ...	...	...	...	...	...	...	...	...	...
4. First L. M. ...	...	...	...	...	...	...	...	...	...
5. First M. B. ...	...	...	...	...	...	...	...	...	...
5. First L. S. ...	...	...	...	...	...	...	...	...	...
6. Preliminary Scientific ...	...	...	...	...	...	...	...	...	...

RAL TABLE VI.

Central Provinces and Berar during the official year 1914-15.

Number passed.					Race or creed of passed Scholars.								
							Hindus						
Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Brahmins.	Non-Brahmins.	Muhammadans.	Buddhists.	Parsees.	Others.	Remarks.
11	12	13	14	15	16	17	18	19	20	21	22	23	24
...	2	...	...	2	...	...	2	...	...	...	...	...	
...	5	...	...	5	...	...	4	1	...	...	...	...	
23	32	...	...	55	2	2	40	9	2	...	...	...	
2	8	...	..	10	...	..	10	...	..	...	...	...	Students studying in the Hislop and Morris Colleges attend the Victoria College of Science, Nagpur. Under public institutions Victoria College of Science has been taken into account, but in columns 7 and 12 students have been shown under aided institutions even though they attend the Government College of Science.
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	..	...	...	..	..	...	
44	90	...	...	134	3	6	88	24	9	...	3	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	..	..	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	..	
...	...	...	...	...	...	..	...	...	..	...	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	40	...	...	40	...	...	33	4	3	...	...	...	
...	52	...	...	52	...	...	43	5	2	...	1	1	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	

Return showing the Results of Prescribed Examinations in the

Name of examination.	Number of Institutions sending Examinees.				Number of Examinees.				
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.	Institutions under public management.	Aided Institutions.	Other Institutions.	Private Students.	Total.
1	2	3	4	5	6	7	8	9	10
COLLEGES FOR PROFESSIONAL TRAINING.—(*Concld.*)									
ENGINEERING.									
1. M. C. E. ...	...	...	...	...	...	...	...	...	...
2. B. C. E. ...	...	...	...	...	...	..	...	..	...
3. L. C. E. ...	...	...	...	...	...	...	...	...	...
4. First L. C. E. ...	...	...	...	...	...	...	...	...	...
TEACHING.									
1. Licentiating in Teaching ...	1	...	...	1	8	...	...	...	8
SCHOOLS FOR GENERAL EDUCATION.									
Matriculation ... Boys ...	17	17	1	35	636	348	4	49	1,037
Matriculation ... Girls ..	...	6	1	7	...	16	1	...	17
School leaving certificate. Boys ...	17	13	1	31	504	252	4	...	760
School leaving certificate. Girls ...	...	..	...	...	...	...	...	...	...
Upper Secondary Examination. Boys ...	...	...	...	...	...	...	...	...	...
Upper Secondary Examination. Girls ...	...	...	...	...	...	...	...	...	...
Middle School Examination for European Schools. Boys ...	...	4	...	4	...	27	...	...	27
Middle School Examination for European Schools. Girls ...	...	5	...	5	...	27	...	...	27
High School Scholarship Examination. Boys ...	...	...	...	...	...	...	...	...	...
High School Scholarship Examination. Girls ...	...	..	...	...	...	...	...	...	...
Primary Examination ... Boys ..	2,560	129	55	2,744	26,483	1,092	333	28	27,936
Primary Examination ... Girls ...	131	48	1	180	877	200	5	1	1,083
SCHOOLS FOR SPECIAL INSTRUCTION.									
1. Training School Examination for Masters. Upper ...	1	...	...	1	23	...	...	...	23
1. Training School Examination for Masters. Lower ...	23	6	1	30	487	19	6	137	649
2. Training School Examination for Mistresses. Upper ..	1	...	...	1	3	...	...	3	6
2. Training School Examination for Mistresses. Lower ...	3	4	...	7	22	18	...	14	54
3. School of Art Examination. Boys ...	100	16	3	119	2,672	587	21	132	3,412
3. School of Art Examination. Girls ..	1	3	...	4	15	34	..	5	54
4. Medical Examination ..	...	...	...	...	...	...	...	...	...
5. Examination Engineering and Surveying.	...	...	...	...	...	...	...	...	...
6. Industrial School Examination ..	...	1	...	1	...	19	...	...	19
7. Veterinary Examination ...	...	...	...	...	...	...	...	...	...
8. Examination in Agriculture ...	...	...	...	...	...	...	...	...	...

NOTE.—Any other special examination, such as the "Intermediate"
(a) Includes the University School Final Examination.

RAL TABLE VI.

Central Institutions and Examinations during the official year 1914-15.—(Concld.)

					Students and Candidates.							Remarks.
							Hindus.					
								Muhammadans.	Hindus.	Persons.	Others.	
11	12	13	14		16	17	18	19	20	21	22	23	24
	..	...	.	...			...	...	...	...	...	...	
...	.	...	...	...	...	..	..	...	...	...	...	...	
..	...	...	...	...	...	.	...	...	...	...	...	...	
...	.	...	...	...	...	...	...	...	...	...	...	...	
8	.	...	...	8	...		6	2	...	...	...	...	
288	129	2	4	423	11	7	251	110	41	3	..	...	
...	7		...	7	7	..	...	...	..	...	...	..	
.	3	1	133	...	1	76	38	18	...	...	...	...	Note.—No figures against High and Middle School Examinations for Natives have been entered as under the present system these examinations are mere tests for the award of scholarships. No results of passes are published and no certificates awarded.
..	...	...	...	...	..	...	..	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	15	...	.	15	15	...	..	...	...	...	...	...	
...	14	...	...	14	12	...	...	...	...	...	2	...	
...	...	.	..	...	...	...	...	...	...	...	...	...	
...	.	...	...	...	...	...	...	...	...	...	..	...	
1703	701	204	26	18,114	0	120	2,810	12,513	1,522	136	44	951	
130	112	5	.	747	3	78	108	468	53	2	...	35	
23	...	...	...	23	...	...	19	4	...	...	...	...	
327	4	1	41	373	...	15	107	205	43	...	2	...	
3	...	..	3	6	...	2	...	4	...	...	...	...	
15	10	..	7	32	...	13	17	2	...	..	...	...	
1,608	357	9	78	2,052	..	33	838	937	219	8	11	6	
8	16	...	2	26	...	10	10	6	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	...	...	...	
...	18	...	...	18	...	...	10	8	...	...	...	...	
...	...	..	...	...	...	...	...	...	...	..	...	...	
...	...	...	...	...	...	...	..	...	...	...	...	...	

or other examinations of the Punjab University may be added to this list.

Return showing the Distribution of District Fund and Municipal Expenditure

Objects of Expenditure.	Expenditure of District Board in Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	District Funds.
1	2	3	4	5	6	7
					Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	...	...	...	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...
Colleges or Departments of Colleges for Professional Training.						
Collegiate Education. — Law	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching	...	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	...	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys. — High Schools	...	...	...	...	...	...
School Education, General. — For Boys. — Middle Schools. — English	...	8	552	607	500	15,367
School Education, General. — For Boys. — Middle Schools. — Vernacular	...	172	28,492	28,238	21,919	1,95,880
School Education, General. — For Girls. — High Schools	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. — English	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. — Vernacular	...	...	...	...	...	...
Total	...	180	29,044	28,845	22,419	... 2,11,247
PRIMARY SCHOOLS.						
School Education, General. — For Boys — Upper	...	2,283	1,84,592	1,81,759	1,33,851	... 8,05,226
School Education, General. — For Boys — Lower	...	687	34,481	33,792	25,857	... 1,36,151
School Education, General. — For Girls. — Upper	...	1	32	30	15	... 246
School Education, General. — For Girls. — Lower	...	...	...	...	...	... ...
Total	...	2,971	2,19,105	2,15,581	1,59,723	... 9,41,623
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	...	... ...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	... ...
School Education, Special. — Schools of Arts	...	...		...	...	... ...
School Education, Special. — Law Schools	...	...	...	...	...	... ...
School Education, Special. — Medical Schools	...	...	...	...	...	... ...
School Education, Special. — Engineering and Surveying Schools	...	...	...	...	...	... ...
School Education, Special. — Industrial Schools	...	...	...	...	...	... ...
School Education, Special. — Commercial Schools	...	...	...	...	...	... ...
School Education, Special. — Agricultural Schools	...	...	...	...	...	... ...
School Education, Special. — Other Schools—Reformatory	...	...	...	...	...	... ...
Total	...	...	...	...	...	... ...
Buildings	...	...	...	...	...	... 3,18,942
Furniture and apparatus (special grants only)	...	...	...	...	...	... 27,267
Total	..	...	...	...	...	... 3,46,209
Inspection	...	...	...	...	...	... 5,804
Scholarships held in — Arts Colleges	...	...	...	...	...	... ...
Scholarships held in — Medical Colleges	...	...	...	...	...	... ...
Scholarships held in — Professional Colleges	..	...	...	...	...	... ...
Scholarships held in — Secondary Schools	...	...	...	...	...	... 455
Scholarships held in — Primary Schools	...	...	...	...	...	... ...
Scholarships held in — Medical Schools	...	...	...	...	...	.. ...
Scholarships held in — Technical and Industrial Schools	...	..	...	...	...	... ...
Scholarships held in — Other Special Schools	...	...	...	...	...	... ...
Miscellaneous	...	...	...	...	...	... 27,376
Total	...	...	...	...	...	... 33,635
GRAND TOTAL	..	3,151	2,48,149	2,44,426	1,82,142	... 15,32,714

I.—The sum of the expenditure in columns 12 and 27 should agree with
II.—The sum of the expenditure in columns 16 and 31 should agree with
III.—The expenditure under Inspection, Scholarships and Miscellaneous

TABLE VII.

on Public Instruction in the Central Provinces and Berar for the year 1914-15.

on Public Instruction

District Fund Boards.					In Institutions managed by			Total District Fund expenditure on Public Instruction.
Municipal grants.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	Municipal Boards.	Private persons or Associations.	
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	15,367	...	...	...	15,417
...	...	...	...	1,95,880	50	...	...	1,95,881
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	2,11,247	50	...	...	2,11,297
...	...	...	...	8,05,226	...	...	1,826	8,07,052
...	...	...	...	1,36,151	...	...	7,052	1,43,203
...	...	...	...	246	...	...	144	390
...	...	...	...	...	...	...	...	...
...	...	...	...	9,41,623	...	...	9,022	9,50,645
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	3,18,942	...	...	...	3,18,942
...	...	...	...	27,267	...	...	...	27,267
...	...	...	...	3,46,209	...	...	...	3,46,209
...	...	...	...	5,804	...	...	...	5,804
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	455	...	...	...	455
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	27,376	...	...	...	27,376
...	...	...	...	33,635	...	...	...	33,635
...	...	...	...	15,32,714	50	...	9,022	15,41,786

expenditure shown in column 3 of General Table IV.
the expenditure shown in columns 35 and 36, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded.
should be shown only in columns 16, 31 and 32 and not in the other columns.

Return showing the Distribution of District Fund and Municipal Expenditure on Public

Objects of Expenditure.	Expenditure of Municipal Boards					
	In Institutions managed by					
	Number of Institutions.	Number of scholars on the rolls on 31st March.	Number of scholars on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.
1	17	18	19	20	21	22
					Rs.	Rs.
ARTS COLLEGES.						
Collegiate Education. — English	...	...	..	...	...	...
Collegiate Education. — Oriental	...	...	...	...	...	...
COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING.						
Collegiate Education. — Law	...	...	...	...	...	...
Collegiate Education. — Medicine	...	...	...	...	...	...
Collegiate Education. — Engineering	...	...	...	...	...	...
Collegiate Education. — Teaching	..	...	...	...	...	...
Collegiate Education. — Agriculture	...	...	...	...	...	...
Total	..	...	...	...	...	...
SECONDARY SCHOOLS.						
School Education, General. — For Boys. — High Schools	...	4	298	262	227	...	16,679
School Education, General. — For Boys. — Middle Schools. English	...	36	4,073	4,430	3,681	...	96,225
School Education, General. — For Boys. — Middle Schools. Vernacular	..	14	3,084	2,973	2,388	...	22,503
School Education, General. — For Girls. — High Schools	...	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. English	..	...	...	...	...	...	...
School Education, General. — For Girls. — Middle Schools. Vernacular	...	...	...	...	...	...	...
Total	...	54	7,455	7,665	6,296	...	1,35,407
PRIMARY SCHOOLS.						
School Education, General. — For Boys. — Upper	...	151	24,358	24,119	19,324	...	1,58,419
School Education, General. — For Boys. — Lower	...	17	1,467	1,439	1,200	...	5,914
School Education, General. — For Girls. — Upper	...	...	...	...	..	...	...
School Education, General. — For Girls. — Lower	...	...	...	...	...	...	200
Total	...	168	25,825	25,558	20,524	...	1,64,533
SCHOOLS FOR SPECIAL INSTRUCTION.						
School Education, Special. — Training Schools for Masters	...	...	...	...	...	...	...
School Education, Special. — Training Schools for Mistresses	...	...	...	...	...	...	...
School Education, Special. — Schools of Arts	...	...	...	..	...	...	..
School Education, Special. — Law Schools	...	...	...	..	.	...	...
School Education, Special. — Medical Schools	...	...	...	...	...	...	...
School Education, Special. — Engineering and Surveying Schools	..	...	...	...	...	...	...
School Education, Special. — Industrial Schools	...	...	...	..	...	...	...
School Education, Special. — Commercial Schools	...	...	...	...	...	...	...
School Education, Special. — Agricultural Schools	...	...	...	...	...	...	...
School Education, Special. — Other Schools—Reformatory	...	...	...	...	...	...	...
Total	...	...	..	...	...	...	...
Buildings	...	...	...	..	...	...	79,556
Furniture and apparatus (special grants only)	..	...	...	...	...	...	7,211
Total	...	...	...	...	...	...	86,767
Inspection	...	...	...	...	...	..	...
Scholarships held in — Arts Colleges	...	...	...	...	...	...	...
Scholarships held in — Medical Colleges	...	...	...	..	...	...	...
Scholarships held in — Professional Colleges	...	...	...	...	...	...	..
Scholarships held in — Secondary Schools	...	...	...	...	...	...	3,263
Scholarships held in — Primary Schools	...	..	...	...	...	...	...
Scholarships held in — Medical Schools	...	...	...	...	...	...	...
Scholarships held in — Technical and Industrial Schools	...	...	...	...	...	...	...
Scholarships held in — Other Special Schools	...	...	...	...	...	...	...
Miscellaneous	...	...	...	...	...	...	19,040
Total	..	...	...	...	...	...	22,303
GRAND TOTAL	...	222	33,280	33,223	26,820	..	4,09,010

I.—The sum of the expenditure in columns 12 and 23 should agree with expenditure
II.—The sum of the expenditure in columns 16 and 31 should agree with the expenditure
III.—The expenditure under Inspection, Scholarships and Miscellaneous should be shown

RAL TABLE VII.

Instruction in the Central Provinces and Berar for the official year 1914-15.—(Concld.)

on Public Instruction.

Municipal Boards.					In Institutions managed by				Total Expenditure of District Fund and Municipal Boards on Public Instruction.	Remarks.
District Fund.	Fees.	Subscriptions.	Endowments and other sources.	Total.	The Department.	District Fund Boards.	Private persons or Associations.	Total Municipal Expenditure on Public Instruction.		
23	24	25	26	27	28	29	30	31	32	33
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	...	...	...	...	...	...	...	..	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	..	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	16,679	...	...	600	17,279	17,279	
...	..	...	...	96,225	...	...	1,540	97,765	1,13,182	
...	...	...	...	22,503	...	...	...	22,503	2,18,383	
...	...	..	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	18	...	602	620	620	
...	...	...	...	1,35,407	18	...	2,742	1,38,167	3,49,464	
...	...	...	...	1,58,419	...	...	10,795	1,69,214	9,76,266	
...	...	...	...	5,914	...	...	216	6,130	1,49,333	
..	...	...	...	...	37	...	2,407	2,444	2,834	
...	...	...	...	*200	...	...	100	300	300	* The School was provincialized from 1st December 1914.
...	...	...	...	1,64,533	37	...	13,518	1,78,088	11,28,733	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,400	1,400	1,400	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	..	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	1,400	1,400	1,400	
...	..	...	...	79,566	...	...	...	79,556	3,98,498	
...	...	...	...	7,211	...	...	...	7,211	34,478	
...	...	...	...	86,767	...	...	...	86,767	4,32,976	
...	...	...	...	...	...	...	...	...	5,804	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	..	
...	...	...	...	3,263	...	...	...	3,263	3,718	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	...	...	...	...	...	
...	...	...	...	...	..	...	...	...	...	
...	...	...	...	19,040	...	...	...	19,040	46,416	
...	...	...	...	22,303	...	...	...	22,303	55,938	
...	...	...	...	4,09,010	55	...	17,660	4,26,725	19,68,511	

shown in column 3 of General Table IV
shown in columns 35 and 36, respectively, of General Table IV, and the District Fund and Municipal expenditure of Native States should be excluded, only in columns 16, 31 and 32 and not in the other columns.

EDUCATION—GENERAL TABLE VIII.—For Boys.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1914-15.

Class of Hostels or Boarding-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	27	1,224	134	591	2	497	20,124	...	52	9,586	29,762	
2.—Managed by Local or Municipal Boards.	18	274	...	271	3	...	...	1,016	2,129	686	3,831	
3.—Aided by Government or by Local or Municipal Boards.	8	459	2	239	218	...	7,501	319	14,823	21,635	44,278	
4.—Unaided	27	802	175	507	120	...	...	150	13,131	19,300	32,581	
Total ...	80	2,759	311	1,608	343	497	27,625	1,485	30,135	51,207	1,10,452	

EDUCATION—GENERAL TABLE VIII.—For Girls.

Return showing the Attendance and Expenditure in Hostels or Boarding-houses for the official year 1914-15.

Class of Hostels or Boardings-houses.	Number of—		Number of boarders who are students of—				Expenditure from—					Remarks.
	Hostels or Boarding-houses.	Boarders.	Arts Colleges.	Secondary Schools.	Primary Schools.	Special Schools.	Provincial Revenues.	Local or Municipal Funds.	Subscriptions or endowments.	Fees.	Total Expenditure.	
1	2	3	4	5	6	7	8	9	10	11	12	13
1.—Managed by Government ...	4	71	...	29	...	42	11,781	...	...	143	11,924	
2.—Managed by Local or Municipal Boards.	...	...	...	...	...	...	...	...	...	...	...	
3.—Aided by Government or by Local or Municipal Boards.	5	298	...	86	212	...	10,964	...	11,217	17,374	39,555	
4.—Unaided	4	311	...	116	170	25	...	...	10,302	4,825	15,127	
Total ...	13	680	...	231	382	67	22,745	...	21,519	22,342	66,606	

Notes I.—Return of the Boarding Establishments for females should be given separately.
II.—Boarding-houses maintained by Native States should not be included in the return.

GENERAL TABLE IX FOR 1914-15.

Number and qualifications of Teachers.

		In Primary Schools.					In Middle Schools.					In High Schools.					In Colleges.					Total.
		Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	Government.	Board.	Municipal.	Aided.	Unaided.	
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Teachers of Vernacular.	Trained	169	1,893	300	94	18	41	476	64	27	1	...	...	...	...	...	...	...	...	..	...	3,083
	Untrained	293	4,531	541	721	424	17	524	52	147	12	...	...	...	...	...	...	...	...	...	...	7,262
	Total	462	6,424	841	815	442	58	1,000	116	174	13	..	...	...	...	...	...	..	...	...	...	10,345
Anglo-Vernacular teachers and teachers of classical languages.	Trained	...	...	..	...	...	106	7	39	26	2	48	...	1	13	1	...	...	...	...	...	243
	Untrained	...	...	...	...	...	173	27	163	146	99	71	...	24	95	4	18	...	...	30	...	850
	Total	...	...	...	...	...	279	34	202	172	101	119	...	25	108	5	*18	...	...	30	...	1,093
	Possessing a degree	..	...	...	...	...	3	1	5	15	5	75	...	9	62	4	18	...	...	29	...	226
	Possessing no degree	...	...	...	..	...	276	33	197	157	96	44	...	16	46	1	..	...	...	1	...	867
	Total	...	...	...	...	..	279	34	202	172	101	119	...	25	108	5	18	...	...	30	...	1,093
European Schools...	Trained	...	...	...	19	...	...	...	...	17	...	...	...	...	3	...	...	...	...	...	...	39
	Untrained	...	...	...	51	...	...	...	...	18	...	...	...	...	11	...	...	...	...	...	...	80
	Total	...	...	...	70	...	...	...	...	35	...	...	...	...	14	...	...	...	...	...	...	119
	Possessing a degree	...	...	...	...	...	...	...	...	6	...	...	...	...	5	...	...	...	...	...	...	11
	Possessing no degree	...	...	...	70	...	...	...	...	29	...	...	...	...	9	...	...	...	...	...	...	108
	Total	...	...	...	70	...	...	...	...	35	...	...	...	...	14	...	...	...	...	...	...	119
	GRAND TOTAL	462	6,424	841	885	442	337	1,034	318	381	114	119	...	25	122	5	18	...	...	30	...	11,557

N. B.—Teachers in Training College and Special Schools have been excluded,
* Last year Training College teachers were included.

GENERAL TABLE X FOR THE YEAR 1914-15.

Classification by ages.

Ages.	Infants.		Primary.				Vernacular Middle.		Middle English.				High.			Arts Colleges affiliated to Universities.						Total.
	A.	B.	I.	II.	III.	IV.	V.	VI.	I.	II.	III.	IV.	V.	VI.	VII.	1	2	3	4	5	6	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Below 5 ...	4,616	...	19	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4,636
5 to 6 ..	24,829	6,911	4,170	143	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	36,053
6 to 7 ...	19,448	7,759	13,263	4,451	55	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	44,976
7 to 8 ...	16,190	735	20,911	9,816	1,363	31	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	49,047
8 to 9 ...	7,476	589	16,344	11,408	5,353	1,021	...	...	15	1	...	...	...	...	...	...	...	...	...	...	...	42,207
9 to 10 ...	4,500	312	12,714	11,776	8,821	4,240	20	3	146	18	3	...	...	...	...	...	...	...	...	...	...	42,553
10 to 11 ...	2,094	212	7,610	8,562	9,026	7,513	320	32	630	155	19	...	...	...	...	...	...	...	...	...	...	36,173
11 to 12 ...	729	162	3,809	5,937	8,127	7,047	400	70	1,050	459	107	10	...	...	...	...	...	..	...	...	...	27,907
12 to 13 ...	383	43	1,398	3,348	5,796	6,159	487	240	1,267	785	322	89	6	...	...	...	...	...	...	...	...	20,323
13 to 14 ..	33	...	716	1,480	3,205	4,485	636	382	944	913	638	240	27	4	...	...	...	..	...	...	...	13,703
14 to 15 ...	22	...	126	907	1,760	3,073	544	378	671	733	821	474	205	21	1	...	...	...	...	...	...	9,736
15 to 16 ...	6	...	37	243	885	1,668	448	384	330	518	696	647	408	184	12	1	...	...	...	...	...	6,467
16 to 17 ...	...	...	15	37	377	908	262	319	164	247	411	487	459	305	126	12	...	...	...	...	...	4,129
17 to 18 ...	...	...	4	24	233	426	124	278	55	123	209	264	323	311	210	68	4	..	...	...	...	2,656
18 to 19 ...	...	...	5	7	82	140	76	184	26	51	104	122	175	223	264	70	68	2	...	...	...	1,599
19 to 20 ...	...	...	8	4	63	102	18	80	5	17	32	43	79	112	228	73	97	52	11	...	...	1,024
Over 20 ...	...	...	29	12	7	38	12	45	4	6	18	10	32	74	250	74	196	73	187	19	7	1,093
Total ...	80,326	16,723	81,178	58,156	45,153	36,851	3,347	2,395	5,308	4,026	3,380	2,386	1,714	1,234	1,091	298	365	127	198	19	7	344,282
GRAND TOTAL ...	97,049		221,338				5,742		15,100				4,039			1,014						

NOTE.—Figures for European and Special Schools have been excluded in this table.

EDUCATION—SUBSIDIARY TABLE II.—(FOR EUROPEANS ONLY.)

Abstract Return of Expenditure on Institutions in the Central Provinces for the official year 1914-15.

	Total Direct Expenditure.					Total Indirect Expenditure.					Total Expenditure.	Remarks.
	Collegiate Education.	School Education, General.		School Education, Special.	Total.	Scholarships.	Buildings.	Furniture.	Miscellaneous.	Total.		
	Arts Colleges.	Secondary Schools.	Primary Schools.	Industrial Schools.								
1	2	3	4	5	6	7	8	9	10	11	12	13
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
Institutions... For Males ...	...	43,122	34,607	...	77,729	6,048	70,798	1,551	42,830	1,21,227	1,98,956	
Institutions... For Females ...	...	27,370	32,672	...	60,042	5,560	55,705	951	41,520	1,03,736	1,63,778	
Total ...	...	70,492	67,279	...	1,37,771	11,608	1,26,503	2,502	84,350	2,24,963	3,62,734	
(*a*) Percentages of Provincial expenditure included in columns 2 to 11 to total Provincial expenditure on European Institutions.	...	22·85	16·55	...	39·40	6·72	40·33	·58	12·97	60·60	100·00	
(*b*) Percentages of Municipal expenditure included in columns 2 to 11 to total Municipal expenditure.	...	...	100·00	...	100·00	...	...	...	...	...	100·00	
(*c*) Percentages of total expenditure included in columns 2 to 11 to total expenditure.	...	19·43	18·55	...	37·98	3·20	34·87	0·69	23·26	62·02	100·00	
Average annual cost of educating each pupil—	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.							
Aided Institutions ... Cost of Provincial Revenues.	...	95 9 11	24 6 7	...	43 9 8							
Aided Institutions ... Cost of Municipal Funds ..	...	...	1 9 7	...	1 9 7							
Total ...	...	170 10 11	57 7 3	...	86 15 7							
Unaided Institutions	...	...	...	...	...							
Total	...	170 10 11	57 7 3	...	86 15 7							

EDUCATION—SUBSIDIARY TABLE III—(FOR EUROPEANS ONLY).

Return of European Schools and Scholars in the Central Provinces for the year 1914-15.

	Public Institutions.								Grand Total of Public Institutions.	Grand Total of scholars on 31st March.	Number of scholars on 31st March learning.			Girls in Boys' Schools.	Boys in Girls' Schools.	Remarks.
	Under private management.															
	Aided by Government District Fund or Municipal Board.				Unaided.											
	Number of Institutions.	Number of scholars on rolls on the 31st March 1915.	Average number on rolls monthly during the year.	Average daily attendance.	Number of Institutions.	Number of scholars on rolls on the 31st March 1915.	Average number on rolls monthly during the year.	Average daily attendance.			English.	A classical language.	A vernacular language.			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
COLLEGES.																
SECONDARY SCHOOLS.																
School Education—General. For Boys ... High Schools ..	4	53	46	44	...	...	...	...	4	53	53	44	52	3	...	
For Boys ... Middle „ ...	4	212	207	198	...	...	...	...	4	212	212	176	212	12	...	
For Girls ... High Schools ...	4	23	23	20	...	...	...	...	4	23	23	23	...	...	...	
For Girls ... Middle „ ...	6	141	137	122	...	...	...	...	6	141	141	141	...	...	...	
Total ...	18	429	413	384	...	...	...	...	18	429	429	384	264	15	...	
PRIMARY SCHOOLS.																
For Boys ..	8	510	507	466	...	...	...	...	8	510	510	168	115	109	...	
For Girls ...	8	635	664	567	...	...	...	...	8	835	635	119	...	...	170	
Total ...	16	1,145	1,171	1,033	...	...	...	...	16	1,145	1,145	287	115	109	170	
SCHOOL EDUCATION—SPECIAL.																
Industrial Schools ... Boys ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Industrial Schools ... Girls ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total of Schools or Public Institutions.	34	1,574	1,584	1,417	...	...	...	...	34	1,574	1,574	671	379	124	170	The Industrial Department is shown under Indian Schools as there are no European students in it.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.

Class of Institution.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
COLLEGIATE EDUCATION.										
ARTS COLLEGES.										
English ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Oriental ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
COLLEGES FOR PROFESSIONAL TRAINING.										
Law ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Medicine ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Engineering ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Teaching ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
Agriculture ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...
SCHOOL EDUCATION—GENERAL.										
SECONDARY SCHOOLS.										
For Boys.										
High Schools ...	Male ...	50	...	...	...	...	...	...	...	...
	Female ...	3	...	...	...	...	...	...	...	...
Middle Schools—										
English ...	Male ...	184	1	3	...	2	...	9	...	1
	Female ...	11	1	...	...	...	...	...	...	...
Vernacular...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
For Girls.										
High Schools ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	21	...	...	...	...	...	2	...	...
Middle Schools—										
English ...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	136	1	2	...	...	...	2	...	...
Vernacular...	Male ...	...	...	...	...	...	...	...	...	...
	Female ...	...	...	...	...	...	...	...	...	...
	Total ...	405	3	5	...	2	...	13	...	1

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.—(Contd.)

Class of Institution.		Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
				Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—GENERAL.—(*Concld.*)										
PRIMARY SCHOOLS.										
For Boys ...	Male	357	6	6	...	3	...	29	...	...
	Female	109	...	...	...	...	...	...	...	...
For Girls ...	Male	161	2	1	...	...	...	6	...	...
	Female	430	6	4	...	...	...	25	...	...
	Total	1,057	14	11	...	3	...	60	...	...
SCHOOL EDUCATION—SPECIAL.										
SCHOOLS FOR SPECIAL INSTRUCTION.										
Training Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Schools of Arts... ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Medical Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Engineering and Surveying Schools.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Industrial Schools ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
Other Schools	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
	Total	...	...	...	...	...	...	...	...	...
Total of Colleges and Schools of Public Instruction.		1,462	17	16	...	5	...	73	...	1
PRIVATE INSTITUTIONS.										
1. Advanced Teaching—										
(*a*) Arabic or Persian ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*b*) Sanskrit ...	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...
(*c*) Any other Oriental classics.	Male	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...

* Figures against the Industrial School are omitted in the totals as they are included in Middle Schools.

EDUCATION—GENERAL TABLE III-A.—(FOR EUROPEAN SCHOOLS.)

Number of Scholars on the 31st March classified according to Sex, Race, or Creed for the official year 1914-15.—(Concld.)

Class of Institution.	Europeans and Eurasians.	Native Christians.	Hindus.		Mahomedans.	Budhists.	Parsis.	Gonds and other aborigines.	Others.
			Brahmins.	Non-Brahmins.					
SCHOOL EDUCATION—SPECIAL—(*Concld.*)									
PRIVATE INSTITUTIONS.—(*Concld.*)									
2. Elementary Teaching—A Vernacular only or mainly—									
For Boys ... ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
For Girls ... ... Male ...	...	...	...	...	...	..	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
3. Elementary Teaching—the Koran only—									
For Boys ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
For Girls ... Male ...	...	...	...	...	...	..	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Other schools not conforming to Departmental Standards—									
For Boys ... ... Male ...	...	...	...	...	...	...	..	...	...
Female ...	...	...	...	...	...	...	...	...	...
For Girls ... ... Male ...	...	...	...	...	...	...	...	...	...
Female ...	...	...	...	...	...	...	...	...	...
Total of Private Institutions ...	...	...	...	...	...	...	...	...	...
GRAND TOTAL ...	1,462	17	16	...	5	...	73	...	1

EDUCATION—SUBSIDIARY TABLE IV.—(FOR EUROPEANS ONLY.)

Return of Expenditure on European Institutions in the Central Provinces for the official year 1914-15.

Objects of Expenditure.	Public Institutions.										Total of expenditure from				
	Under Private Management.														
	Aided by the Government.						Unaided.								
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Fees.	Subscriptions.	Endowments and other sources.	Total.	Provincial Revenues.	Municipal Funds.	Fees.	All other sources.	Grand Total.
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3	4a	4b	4c	4d	4
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
COLLEGES.															
SECONDARY SCHOOLS, ENGLISH.															
For Boys { High Schools	9,816	...	2,753	315	3,047	15,931	...	...	...	...	9,816	...	2,753	3,362	15,931
For Boys { Middle „	14,298	...	8,608	456	3,829	27,191	...	...	...	...	14,298	...	8,608	4,285	27,191
For Girls { High Schools	4,982	...	1,043	245	1,758	8,028	...	...	...	...	4,982	...	1,043	2,003	8,028
For Girls { Middle „	10,396	...	4,990	356	3,600	19,342	...	...	...	...	10,396	...	4,990	3,956	19,342
Total	39,492	...	17,394	1,372	12,234	70,492	...	...	...	...	39,492	...	17,394	13,606	70,492
PRIMARY SCHOOLS.															
For Boys ...	12,968	1,740	11,769	555	7,575	34,607	...	...	...	...	12,968	1,740	11,769	8,130	34,607
For Girls ...	15,616	134	10,916	264	5,742	32,672	...	...	...	...	15,616	134	10,916	6,006	32,672
... Total	28,584	1,874	22,685	819	13,317	67,279	...	...	...	...	28,584	1,874	22,685	14,136	67,279
Industrial Schools ... { Boys	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Industrial Schools ... { Girls	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Scholarships held in— Colleges { Arts	931	...	...	...	...	931	...	...	...	...	931	...	...	...	931
Colleges { Professional	5,107	...	...	...	...	5,107	...	...	...	...	5,107	...	...	...	5,107
Secondary Schools	5,570	...	...	...	...	5,570	...	...	...	...	5,570	...	...	...	5,570
Primary „	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Buildings	69,682	...	...	126	56,695	1,26,503	...	...	...	...	69,682	...	...	56,821	1,26,503
Furniture	1,000	...	...	66	1,436	2,502	...	...	...	...	1,000	...	...	1,502	2,502
Miscellaneous	22,418	...	39,009	...	22,923	84,350	...	...	...	...	22,418	...	39,009	22,923	84,350
Total	1,04,708	...	39,009	192	81,054	2,24,963	...	...	...	...	1,04,708	...	39,009	81,246	2,24,963
Total expenditure on European Institutions	1,72,784	1,874	79,088	2,383	1,06,605	3,62,734	...	...	...	...	1,72,784	1,874	79,088	1,08,988	3,62,734

EDUCATION—SUBSIDIARY TABLE V.—(FOR EUROPEANS ONLY.)

Return of the stages of Instruction of Pupils in Public Schools for General Education in the European Schools of the Central Provinces for the official year 1914-15.

Class or school.	Number of schools.	Number of pupils on the rolls on 31st March.	High Stage. Comprising all pupils who have passed beyond the Lower Secondary (Middle) stage, but have not passed the Matriculation Examination.			Middle Stage. Comprising all pupils who have passed beyond the Upper Primary stage, but have not passed beyond the Lower Secondary Middle stage.			Upper Primary Stage. Comprising all pupils who have passed beyond the Lower Primary stage, but have not passed beyond the Upper Primary stage.			Lower Primary Stage. Comprising all pupils who have not passed beyond the Lower Primary stage.						Total.			Remarks.
													Reading printed books.			Not reading printed books.					
			1			2			3			4			5						
			Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	
SECONDARY SCHOOLS.																					
For Boys — Aided — English	8	265	50	3	53	200	12	212	...	...	...	...	...	...	...	...	...	250	15	265	
For Boys — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ..	8	265	50	3	53	200	12	212	...	...	...	...	...	...	...	...	...	250	15	265	
For Girls — Aided — English ..	10	164	...	23	23	...	141	141	...	...	...	...	...	...	...	...	...	...	164	164	
For Girls — Unaided — Vernacular	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	10	164	...	23	23	...	141	141	...	...	...	...	...	...	...	...	...	...	164	164	
Total Secondary Schools ..	18	429	50	26	76	200	153	353	...	...	...	...	...	...	...	...	...	250	179	429	
PRIMARY SCHOOLS.																					
For Boys ... Aided ...	8	510	...	...	...	...	...	...	173	34	207	202	64	266	26	11	37	401	109	510	
For Boys ... Unaided ...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	8	510	...	...	..	...	...	...	173	34	207	202	64	266	26	11	37	401	109	510	
For Girls .. Aided ...	8	635	...	...	...	...	...	...	21	139	160	121	285	406	28	41	69	170	465	635	
For Girls .. Unaided ...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
Total ...	8	635	...	...	...	...	...	...	21	139	160	121	285	406	28	41	69	170	465	635	
Total Primary Schools ..	16	1,145	...	...	...	...	...	...	194	173	367	323	349	672	54	52	106	571	574	1,145	
GRAND TOTAL ...	34	1,574	50	26	76	200	153	353	194	173	367	323	349	672	54	52	106	821	753	1,574	

NOTE.—The number of girls shown in this table should correspond with the number returned under Primary and Secondary Schools in Form No. III. Mixed schools should be entered as Boys' Schools or Girls' Schools, according to the number of boys or of girls is greater.

GOVERNMENT OF INDIA TABLE X.—(FOR EUROPEAN SCHOOLS.)

Classification of pupils by age for the year 1914-15.

Ages.	Primary.					Middle Stage.			High Stage.		Total.
	Lower Primary.			Upper Primary.							
	Infants or Preparatory Classes.	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	
Below 5	24	...	...	..	...	...	...	...	...	...	24
5 to 6	126	...	...	...	...	...	...	...	...	...	126
6 to 7	114	12	1	...	...	...	...	...	...	...	127
7 to 8	77	66	11	1	...	...	...	...	...	...	155
8 to 9	52	54	51	10	...	...	...	...	...	...	167
9 to 10	10	22	52	45	15	1	...	...	...	...	145
10 to 11	7	15	37	43	53	21	...	...	...	...	176
11 to 12	1	3	16	34	40	15	10	...	...	...	119
12 to 13	...	9	12	24	37	38	27	10	4	...	161
13 to 14	...	1	2	13	30	29	26	15	8	2	126
14 to 15	...	...	...	2	13	27	19	33	13	2	109
15 to 16	...	...	1	...	2	12	13	15	15	3	61
16 to 17	...	...	2	...	5	3	4	15	12	4	45
17 to 18	...	...	...	...	...	6	2	9	7	3	27
18 to 19	...	...	...	...	...	...	...	1	1	...	2
19 to 20	...	...	...	...	...	...	...	1	1	...	2
Over 20	...	...	...	...	...	...	...	1	...	1	2
Totals	411	182	185	172	195	152	101	100	61	15	1,574
Totals			1,145				353		75		1,574

APPENDIX A.

Return showing the General and Statistical Summary for the preparation of Maps.

	Territory,	Population.		Children of school-going age.		1914-15.				
		Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
	1	2	3	4	5	6	7*	8	9	10
	British Territory.									
The Nerbudda Valley.	Saugor ...	276,233	265,177	41,435	39,777	11,295	53	2,381	7,003	1,858
	Damoh ...	168,060	164,987	25,209	24,748	6,982	...	725	5,649	608
	Jubbulpore ...	373,173	372,719	55,976	55,908	19,973	574	2,979	13,986	2,434
	Narsinghpur ..	161,795	163,882	24,269	24,582	9,506	43	1,788	6,443	1,232
	Hoshangabad ...	230,632	226,763	34,595	34,014	13,079	13	3,279	8,823	964
	Total ...	1,209,893	1,193,528	181,484	179,029	60,835	683	11,152	41,904	7,096
	Percentage ...	...	...	...	...	16·87	·18	6·14	23·09	3·96
The Satpura Range.	Nimar ...	200,765	190,306	30,115	28,546	9,842	91	1,394	7,373	984
	Betul ...	194,163	196,223	29,124	29,433	5,729	...	846	4,574	309
	Chhindwara ...	255,884	261,064	38,383	39,160	8,800	...	1,089	7,333	378
	Seoni ...	192,642	202,839	28,898	30,426	6,735	...	634	5,568	483
	Balaghat ...	190,469	198,451	28,570	29,768	11,646	...	935	9,501	1,210
	Mandla ...	200,872	204,362	30,131	30,654	11,307	...	1,476	8,743	1,088
	Total ...	1,234,795	1,253,245	185,219	187,987	54,059	91	6,424	43,092	4,452
	Percentage ...	...	...	...	...	14·48	·02	3·46	23·21	2·36
The Maratha Country.	Wardha ...	231,871	227,925	34,781	34,189	13,895	...	1,697	11,142	1,056
	Nagpur ...	408,843	401,058	61,326	60,159	24,405	1,135	5,203	15,693	2,374
	Bhandara ...	380,014	393,663	57,002	59,049	12,041	19	921	10,651	450
	Chanda ..	337,540	340,004	50,631	51,001	11,855	...	1,426	9,829	600
	Total ...	1,358,268	1,362,650	203,740	204,398	62,196	1,154	9,247	47,315	4,480
	Percentage ...	...	...	...	...	15·23	·28	4·53	23·21	2·19
Chhattisgarh.	Raipur ...	645,186	679,670	96,778	101,951	31,926	103	1,982	24,628	5,113
	Bilaspur ...	558,477	587,746	83,771	88,162	26,539	...	2,662	20,345	3,532
	Drug. ...	373,159	402,529	55,974	60,379	18,031	...	371	14,360	3,300
	Total ...	1,576,822	1,669,945	236,523	250,492	76,396	103	5,015	59,333	11,945
	Percentage ...	...	...	...	...	15·89	·02	2·12	25·08	4·76

* *N. B.*—Female scholars in the Special Schools and Colleges have been included in column 7 and omitted in column 10.

Return showing the General and Statistical Summary for the preparation of Maps.—(Concld.)

Territory.	Population.		Children of school-going age.		1914-15.				
	Males.	Females.	Males.	Females.	Total number of children under instruction.	Total number of children in Colleges and Special Schools.	Total number of boys in Secondary Schools.	Number of boys in Primary Schools.	Total number of girls under instruction.
1	2	3	4	5	6	7*	8	9	10
British Territory.—(Concld.)									
Berar. Akôla ...	400,893	387,970	60,134	58,196	25,336	56	5,984	17,584	1,712
Amraoti ...	447,216	428,688	67,082	64,303	33,001	214	7,942	22,631	2,214
Buldana ...	337,179	332,903	50,577	49,800	22,646	...	4,516	16,578	1,552
Yeotmal ...	365,326	357,887	54,799	53,683	13,197	...	2,324	9,945	928
Total ...	1,550,614	1,506,548	232,592	225,982	94,180	270	20,766	66,738	6,406
Percentage ...	...	...	...	...	20·53	·05	8·92	28·69	2·83
GRAND TOTAL ...	6,930,392	6,985,916	1,039,558	1,047,888	347,666	2,301	52,604	258,382	34,379
PERCENTAGE ...	...	...	...	...	16·65	·11	5·06	24·85	3·28

N.B.—Female scholars in the Special Schools and Colleges have been included in column 7 and omitted in column 10.

APPENDIX B.

Information regarding Native States.

No.	Names of the States.	Population of the States.	Area of the States.	Total number of pupils in all kind of institutions, public and private, on the 31st March 1914.	An approximate estimate of the expenditure.	Remarks.
1	2	3	4	5	6	7
1	Nandgaon					
2	Khairagarh		Acres.		Rs.	
3	Chuikhadan					
4	Kawardha					
5	Kanker					
6	Sakti					
7	Raigarh	1,683,692	18,112	26,675	1,48,911	
8	Sarangarh					
9	Udaipur					
10	Jashpur					
11	Sarguja					
12	Korea					
13	Changbakhar					
14	Makrai					

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